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ABSTRACT

This document contains proceedings of the conference attended by 286 participants including public school personnel, those from teacher preparation institutions, and other educators. There are four main sections, one for each topic discussed. Main speeches are presented in full: "Preparation of Teachers for the Inner City" by Robert T. Wheeler; "Current Needs in Professional Preparation" by Donald Hair; "Interrelationships of the Physical Education Program and Personnel in the Total School Community" by Paul Briggs. Four short presentations constitute the fourth topic: "Student Internships as Professional Laboratory Experiences"; "Inservice Training for Beginning Teachers as Professional Laboratory Experiences"; "Preparing Public School Administrators for Health, Physical Education, and Recreation"; and "Professional Standards and Professional Negotiation." Each speech is followed by summaries of the comments of a panel of reactors and then summaries of several small group discussions on various aspects of each speech topic. A roster of participant names and addresses is included along with a list of AAHPER officers, district coordinators, and conference personnel. (JS)

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THE PROCEEDINGS OF THE SEVENTH NATIONAL
CONFERENCE OF CITY AND COUNTY DIRECTORS
DECEMBER 11-14, 1969, KANSAS CITY, MISSOURI

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Foreword

The Seventh National Conference of the Council of City and County Directors was held in Kansas City, Missouri, December 11-14. It was a direct outgrowth of concerns voiced by members of the Council and involved a team approach to solutions for one of the most significant problems of today. With the theme "Preparing Teachers for a Changing Society" the conference brought together representatives from city administration, teacher preparation, and state education administration, with preregistration arranged to provide for participants from every state. Local students, student teachers, teachers, principals, superintendents, and ethnic and community resource people were also invited to broaden possibilities for interaction.

At the conference city and county directors of HPER (the consumers) sat down with professional preparation personnel (the producers) and discussed the preparation of the product -- the young teacher on his first job facing an unfamiliar and sometimes hostile situation. The program was planned to provide maximum opportunities for discussion, reaction, and stimulation. Participants explored the urgent needs of inner city schools and searched for ways that teachers might be prepared more realistically for the many problems that will confront them there.

The topics discussed fell under four main headings, with keynote speakers chosen from among men who are on the firing line in school situations. Each general session was followed first by comments from a panel of reactors and then by small group discussions, summaries from which were later reported to the entire group. The organizational pattern of the conference is reflected in these proceedings; main speeches are presented in full and the panel and group discussions are reported in summary.

The City and County Directors Conference was considered by AAHPER to be one of the most significant events of the Association's year. The Opening General Session began with a speech of welcome from John M. Cooper, Indiana University, president of AAHPER. Laura Mae Brown, Webster Groves, Missouri, Public Schools, president-elect of AAHPER, introduced a main speaker. Also present with greetings from the General Session of AAHPER was Marvin H. Eyler, University of Maryland. All stressed the importance of team work between city administrators and teacher preparation groups in order to meet the rapidly changing needs of education, and especially the demands of teaching in the inner city.

The consensus among the 286 registered participants was that this was one of the most productive meetings ever to be sponsored by AAHPER. It provided the opportunity for public school personnel, those from teacher preparation institutions, and other involved educators to come together to discuss in depth some of the most pressing problem areas facing the profession today. Each group expressed its views, providing greater insight and understanding of the complexity of problems confronting education in a changing society.

During the conference a coordinator for each state was named. These individuals, who are identified in the roster beginning on page 62, will serve to bring together groups of educational leaders in their states to examine the preparation of teachers in our fields of education and to implement various aspects of the conference. Follow-up meetings have already been held in many states and more are being scheduled.

The City and County Directors and the AAHPER are grateful to all those colleagues who gave so generously of their time and effort in making the Seventh National Conference of City and County Directors the success that it was. The officers of the City and County Directors and the members of the Conference Planning Committee, whose names appear on pages v-vii, deserve special recognition for their part in this venture.

Carl A. Troester, Jr.
Executive Secretary, AAHPER

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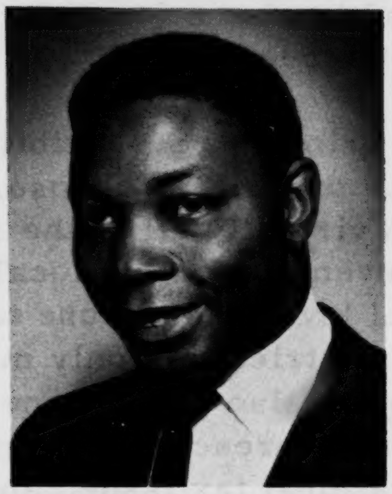
Preparation of Teachers for the Inner City



ROBERT T. WHEELER
Assistant Superintendent
Division of Urban Education
School District of Kansas City
Kansas City, Missouri

It is my understanding that it is my responsibility to talk to you about the preparation of inner city teachers. I am fully aware that in this audience are educators who have a specialized interest in one important aspect of the broad educational effort. However, I have been assured of the following points: (1) that it will be appropriate for my talk to deal with general educational concerns as they relate to problems characteristic of the inner city, and (2) that if I am successful in stimulating your thinking, whatever worthwhile points I may draw can be forced through the sieve of your specialized competencies and that designs for program implementation and pertinent insights directly applicable to the field of health, physical education, and recreation will emerge.

For me, this is a happy solution, because although I have been an athlete and a coach, I do not have the highly specialized competencies which are typical of this group. My approach today will be to rehearse with you, first, the framework of the inner city educational situation—hoping to lay out at least some of the fundamental elements in the nomenclatures of the problems. Secondly, I will deal with the issue of teacher preparation from a general point of view as it relates to inner city education. This strategy will, of course, leave you the task of drawing whatever worthy implications you may choose and inserting them into your specialization in a way you consider to be appropriate and profitable.

Having announced to you that the prerogatives and privileges of the podium will be exercised in this manner, let me turn to a most fundamental and increasingly crucial issue which is present in the constellation of problems which face education in general today, and which is particularly pertinent to the crises which beset inner city education.

Despite the momentous decision of the Supreme Court in 1954, and subsequent legislation, the fact of unequal educational opportunity has persisted. It is manifested primarily along the lines of economic status and racial composition of the schools. The vast disparity in opportunity is traceable to systems of financing schools and is also a function, to varying degrees, of the diminishing wealth of the school district localities.

The primary responsibility for designing the method of financing educational opportunity or, if you choose, the educational program, has been left with the states. In virtually all of the states the laws place responsibility for raising educational revenue upon the local property tax. Further, the state statutes single out educational levies as the one tax which the electorate may veto periodically. Thus, the school districts not only must attend to limitations imposed by the local tax base but must also be extremely sensitive to political feasibility. Add to these facts the state prescribed proportions of affirmative votes necessary for passage of an educational tax issue, and you will recognize a situation in which decisions to raise money for education turn upon rigidly strict state laws, and in effect place education need far down the list of state priorities. In the larger cities levy proposals during these times particularly almost never reflect the total revenue needed to mount meaningful and potentially productive attacks on educational problems. Rather, they reflect what can be done to hold the frazzled educational program ends together in a political climate substantially generated by rising taxes which are imposed by municipal, county, state, and federal governments. In most cases, these taxes cannot be directly resisted by the people who increasingly resort to the one opportunity open to them to express their displeasure—the refusal to vote additional tax upon their properties to support the education of children.

I could talk about other kinds of forces which automatically resist increased taxes. There are the aged people for instance. Keep in mind that our scheme of financing education places the responsibility of paying for the education of children upon the citizen, not the parent. Some citizens do not have children and the idea of paying for the education of someone else's children is not a popular one with them. The urban school districts, even when there is conscientious recognition of the problems of their inner cities, are helpless to employ the financial force necessary to effectively treat them. This is true even when promising and meaningful innovative measures for attack have been developed. The inner city then, in reality needing reverse financial discrimination to equalize educational opportunity, is subjected to decreasing financial power supporting its existing programs. This situation, of course, has been aggravated by relentlessly rising costs of education generally.

If by now some question has arisen in your minds about the additional aid received by large city school districts from federal sources, let me quickly resolve it. The extent of federal assistance, when held up against the magnitude of needs in the inner city, is woefully inadequate. The timing of the allocations is discordant with sound planning; moreover, some of the funds which have been set aside for the improvement of education of inner city children have been reduced. In addition to this, a great deal of tension has been built up around the administration of these programs because of the mythical fear of federal "intervention" in education.

The summation of the financial situation which I have described to you can be driven home without boring you with excessive statistical detail. The expenditure per pupil, per year, in the wealthy suburbs ringing the cities is as high as $1, 000.

In the cities it is approximately one-half that amount. The irony of this is, of course, that the problems—the most intensive problems, the most knotty problems, the most pressing problems, the problems that have the largest potential for explosion—exist in the cities, where the amount of money being spent on education, let me repeat, is about one-half of that spent in the more fortunate suburbs.

There is another point I would like to make. In the inner city, if we do not count the federal funds specifically directed to the education of the disadvantaged pupil, we find an even greater disparity. Until recent years, per capita expenditures for ghetto children fell far short of expenditures in other parts of the city. The result is that as we now turn our attention to inner city education, we find that we must work with inferior resources of plant and equipment.

Even this brief and crude analysis presents to you a picture of problems which eloquently cry out for solution. However, meaningful rectification is buried deep in state constitutions so guarded by intricate legal machinery and so thwarted by the character of the current political climate that one must be an optimist of enormous proportions to see the necessary reordering forthcoming in the foreseeable future. To summarize, a fundamental problem of inner city schools is the paucity of financial support they receive in relationship to the enormity of their need.

Now, let me turn to a second general consideration which characterizes inner city education: the practically universal fact of depressed academic achievement. Implicit in the phrase, "depressed academic achievement," is acceptance of the following premise, which I consider to be basic to genuine concern about the educational plight of the disadvantaged pupil.

The real ability to learn is distributed among the economically depressed and among racial minorities in the same fashion as it is distributed among the economically fortunate and the racial majority. The reason that I consider this to be such a basic and fundamental premise is that if we cannot accept it, then the only alternative is to assume that what we are doing now—the way we are now successful, or more accurately, unsuccessful, in getting inner city children to learn—is good enough.

All of you are familiar with the educational, psychological, and sociological literature which justifies my basic viewpoint. This position refutes any lingering notions of inherited inferiority traceable to racial membership and moves toward the life circumstances of the pupil as a strongly contributing negative factor impeding what would otherwise become "normal" progress in learning. It also poses the challenge which may be arrived at through the next step in logical association. Maybe the best way to articulate this second position is to ask you a question:

If real ability to learn is not enhanced or inhibited by circumstances of birth into a particular racial group, or by economic status, why is the persistence of depressed academic achievement patterns in inner city schools virtually universal?

The answer may be the inadequacy of the instructional program. If one chooses not to indict the instructional program, the only remaining alternative is acceptance of the pathologically pessimistic, and as yet unsubstantiated, stance that the negative environment of the inner city child creates permanent impairment which is unsurmountable in the design of an appropriate inner city instructional program, that is, a program which is responsive to the needs of the inner city pupil.

In recent years, great concern and considerable attention have been turned toward the education of the inner city child. Both concern and attention have borne little fruit if one thinks in terms of measurable learning outcomes. Compensatory programs have reflected many strategies in their attack. They have ranged from producing "more culture" to providing breakfast at school, from community involvement, and sometimes control, to the recently emerging emphasis on reading instruction. I would like to examine this situation for a moment or two. At the beginning of the effort to improve the education of the disadvantaged child, we assumed a priori that the reason the child was not learning was that there was something wrong with him. I can remember one proposal in particular where there was a great deal of effort put into describing the fact that there were a large percentage of children who had not been more than six blocks from their homes.

Now I could go on and on with certain kinds of rather irrational ideas which we fasten onto as we thrash about in an attempt to do something educationally beneficial for the disadvantaged child or, to put it another way, to correct whatever we assume is wrong with him. However, if we spring from the basic premise which I have rehearsed with you, inevitably our attention must turn to achievement deficiencies. Any examination of this inner city educational condition, in turn, inevitably leads to the establishment of improved reading skill as the prime need. It is only very recently that our efforts are crystallizing in this area. This change inherently forces us to examine the instructional program. It admits that the current instructional methodology, techniques, and approaches are not the best of all possible methodology, techniques, and approaches to the education of the inner city pupil. It recognizes that the ability to read is essential to educational progress and that the importance of mastering this indispensable intellectual tool justifies the emphasis which now is being generated.

The instructional program must be executed by teachers. Teachers are trained in the colleges and universities by professional faculty who, up to now, have had far less than an intimate knowledge of the educational situation which exists "down here in the boondocks." As a matter of fact, it has been only recently that they have even noticed a specialized constellation of educational problems which can be called characteristic of the inner city.

More and more, however, as the professors have somewhat relinquished their commitment to pure research and publication, they have assumed a responsibility for working with us in an attempt to improve learning. As a result, a few have returned to their campuses to begin a scrutiny of the teacher education program. Among the large number of revelations which I expect them to find are the following. Teachers leaving teacher training institutions are not full professionals, and that is particularly true if they find their way into the inner city. They become fully professional only after considerable experience on the job.

It is my judgment that there is not nearly enough effort put to understanding the dynamics of the learning process in our teacher education program. Teachers come to us with one course in educational psychology and maybe one in adolescent psychology. I find it hard to understand this, because when we think about it, the business of learning is mainly psychological.

Teacher training programs have only recently, probably in deference to the funding carrot held out on the end of the federal stick, taken notice of the fact that there are specialized professional needs existing in the inner city and that there ought to be some organized, systematic attempt built into the teacher training program to equip teachers for what they are going to encounter. At this time, that is not the case. Fledgling teachers who come to us are often immersed in trauma for years as the result of the shock they receive when they encounter the actual situation in the inner city schools. That is not to say, it is not to say at all, that the situation in the inner city is so bad that it in itself creates the trauma. It's the difference between what the reality of the situation is and what the expectation of the new teacher is. It would seem that at least a more reasonably expectation ought to be manageable during the course of the teacher's training before he reaches the city school districts.

When we think of expectations, we must remember that they are a part of the general attitudinal structure of the teacher and that, too often, the general attitude is in effect a rejection of the inner city child and his environment. In many cases, new teachers accept assignments in the inner city figuratively wrapped in the righteousness of martyrdom. This state of grace may be traceable to one of the teacher's education professors who in a conversation about placement advised against accepting assignment in the city schools, and particularly against the inner cores of the cities, and advised instead in favor of the suburban schools. I may sound a bit bitter about this point, but it is a very real problem.

However, as bleak as the outlook is at this time, when viewed from my vantage point, there are some rays of hope. Let me describe one program I am familiar with, which may be in the vanguard of the changes some institutions are struggling to produce.

The Kansas City, Missouri, and Kansas City, Kansas, School Districts collaborate with a consortium of about fifteen colleges and universities in the immediate Missouri and Kansas area. The main objective of this group is to provide a meaningful experience for prospective teachers which is intended to give them at least minimal equipment for reasonably effective performance in an inner city school. In addition to university courses which cut across several disciplines and which have been modified to fit considerations thought pertinent to the inner city condition, there is a heavy emphasis on field experience. The participants receive a full semester of classroom experience under the close supervision of staff and teachers of proven reputation. They explore the community in a systematic organized effort to gain useful perspectives of the forces which are operative in the ghettoes, and they are led into the development of an instructional approach based directly upon educational problems which they encounter.

Without going into further descriptive detail, let me say that this program points toward the most rational direction I know for improving teacher education so that the specialized needs of inner city children may be attended to. However, I must say that even this program has some serious faults. Among them is the method of selection of the participants. Each semester there are only about thirty students, setting the level of participation at roughly an average of two per institution. Therefore, conservatively, more than 95% of those enrolled in the schools of education still complete their studies with little or no relevant inner city experience. Further, the commitment of the cooperating institutions has not surpassed offering these experiences on an elective basis. While the problems which would arise if the colleges and universities took a different stance are understandable, the exceedingly small number of participants and the voluntary participation of students keep the enterprise at a token level.

All of you have some awareness of the Teacher Corps program. Fundamentally, the effort is a laudable one. Briefly, though, I would like to point out a shortcoming which represents a view from my particular vantage point. The Teacher Corps philosophy adamantly refutes the idea that the basic goal of the effort is to train teachers for effective work in the inner city. Instead, its guidelines and operational stances strongly embrace what is called "the change agent role." Its stated strategy is to insert aggressive activists into the machinery of participating institutions in such a way that change will be created. However, the directions that change ought to take and the probable outcomes of the change which is to be desired are only obscurely defined at best.

This position overemphasizes the diminishing recalcitrance to change, which may have been more accurately characteristic of educational institutions a few years ago than it is now, and robs the participating colleges, universities, schools, and communities of the benefits which otherwise might accrue under a different philosophy. It outlaws a justification for mounting the terrific effort which must be generated in order to effectively operate a Teacher Corps program. In the face of the increasingly pressing crucial need for teachers in the inner city who have specialized insights and competencies, the current operating philosophy virtually ignores this fact and instead employs its "strategy of change." This development is most lamentable, because the inner city desperately needs the benefits of the resources which support Teacher Corps. Under a different arrangement, young teachers with reasonably effective competencies could flow into the educational effort in the inner cities.

So far, I have talked only about the preparation of teachers who are to enter the educational effort through the traditional channels. There is grave need to reorient the present instructional and administrative staffs which presently man inner city classrooms. Attitudinal structures need to be improved. Instructional priorities need to be assigned and implemented, and effective methodology needs to be developed and applied. This is a job which offers a desperate challenge to the school districts. To meet it will require an intensive and continuous in-service program substantially different in character from previous and present efforts.

The goal here should be isolating information related to effective teaching (defined as the production of learning) and, subsequently, the systematic offering of opportunities for internalizing new competencies which ultimately improve learning outcomes. In the light of the paucity of secure knowledge available in the field of education about the education of the disadvantaged pupil, this is indeed a formidable task. It will require new alignments, alliances, and modes of collaboration between the institutions of higher learning and the public schools. It will also require the support of a far more significant proportion of resources than is now applied to this area. In general, my perception of this need is that failure to rise to this particular challenge will result in a continuation of the characteristic depressed achievement patterns now operative and a perpetuation of the consequent conditions which so sorely plague this society.

Now, by way of summary, let me enumerate the points to which I have tried to attach importance.

1. Teachers leaving the teacher training institutions are not full professionals when they find their way into the inner city.

2. Too little effort is put into understanding thoroughly how the life circumstances of the inner city may influence a different tempo of development of the inner city child.

3. Too little effort is put into understanding the dynamics of the learning process and its effective application in the inner city classroom.

4. Psychological principles fundamental to the establishment and maintenance of a wholesome interaction between teacher and pupil which enhances the learning process have not been internalized by the beginning teacher and are not practiced by the experienced teacher on a large enough scale.

5. Teacher training programs have only recently begun to take notice of the special problems of education characteristic of the inner city. Consequently, no special knowledges or insights accompany the teacher into the inner city classroom.

6. Even those students who choose the elementary area do not know enough about instruction in reading to even get started without the close direction of an experienced teacher.

7. For the most part, teachers have been led into the formulation of attitudinal structures which inherently reject the inner city child and his environs. In many cases, they accept assignments in the inner city with a feeling of martyrdom.

8. The in-service effort which is the primary responsbility of the school systems is woefully inadequate.

This list of items is by no means comprehensive—nor is it intended to be. My only purpose is to call your attention to a few points in an effort to outline the enormity of the task facing the preparation of teachers.

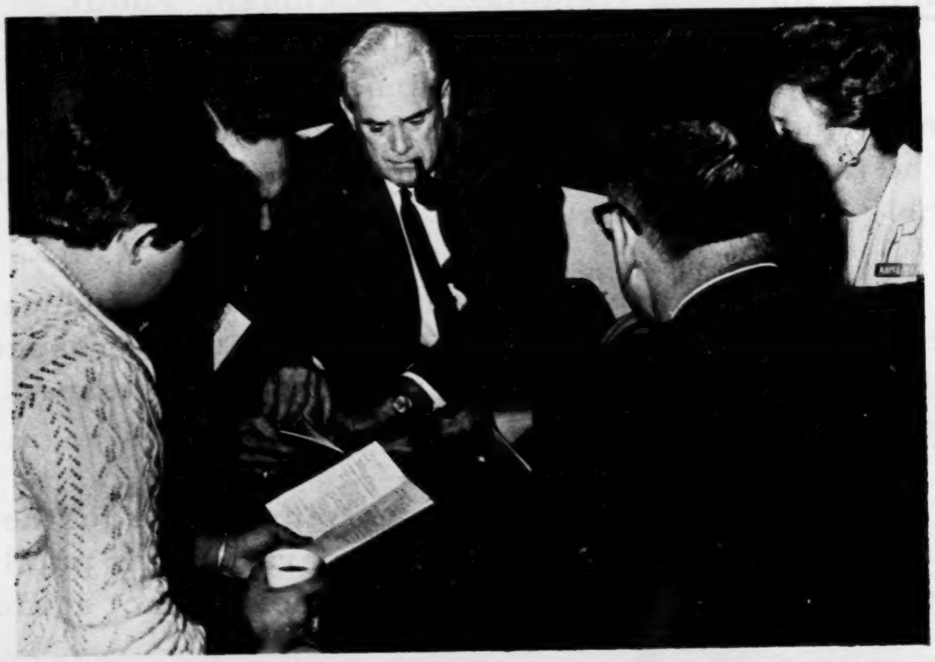
Now the last point I'd like to deal with concerns the basic objectives of American education. Let me approach this one by rehearsing with you some important considerations related to what are, or should be at least, some principles included in the philosophy of American education.

Viewed from the national standpoint, the overriding objective of education ought to be the advancement of the life of the nation's society. It is this concept which gives a strong flavor to the idea of democracy embodied in the stated philosophies of American education. Further, this same concept has led to the acceptance of the idea of the fullest educational development of the individual according to his ability. This is an enormous ambition, truly reflective of democratic ideals. Realization of this particularly laudable and humanistic philosophical tenet is made more difficult by the fact the goal must be reached in a truly democratic setting—to say nothing of the added difficulty which is encountered when the society is operating on stated but unattained democratic ideals. Nevertheless, this goal, offering as it should an escape from the chains of poverty, and perhaps discrimination, is tenaciously clung to by the minority racial groups and the low income segment of the population which cuts across racial lines. For them to do less would be to accept almost total despair. Therefore, this tenacity is translated into a mandate that the educational enterprise cannot ignore.

To put the whole issue into a few words, education must find a way to develop productive citizens who can contribute in a positive way to desirable modification of the American society. Otherwise, the society is likely to be modified in such a way that the ideals upon which this country is founded become incoherent verbiage vaguely understandable only to those who in the new scheme will become aristocrats employing the same oppression which furnished the founding initiative and the revolutionary drive present at the beginning of this country's history.

To be specific, one goal of American education is to produce citizens who can take their places in our society without the handicap of racial hatred and a conditioned drive for segregation, discrimination, and oppression. The first step is clear. To avoid the failure of our schools to produce democratic citizens we must carry forward the educational program in a truly democratic setting. At the same time we must exploit the enumerable opportunities provided by education to unabashedly teach principles of democracy. What folly is it that propels us to mouth democratic ideals of education on the one hand and practice rigid discrimination on the other? Do we really expect children to develop amid prejudice and suddenly tranform themselves into democratic citizens at some magic point beyond school age? It is true that the warp and woof of our societal fabric is prejudicial. But it is also true that it will remain so unless education understands the centrality of the role it must play to overcome this condition.

I do not mean to minimize the barriers set up by our other institutions. It is true that a liberal school district cannot exist when it is controlled by a bigoted society. My plea is that education develop strategies and exercise its enormous influence to create the societal change which will free its operation from society's shackles of prejudice. Education must embrace this responsibility as a primary goal or else we shall be forever relegated to directing our efforts toward a secondary goal—merely the production of learning so that achievement patterns are indistinguishable by race or economic status, thereby participating only indirectly in the destiny of this country. It is an awesome challenge for teacher education. I hope that we are equal to the task.



Panel of Reactors

Anne Finlayson, Kalamazoo, Michigan, Public Schools

Adequate financing of inner city school programs is a basic essential. Some ways and means of financial support other than property taxes must be established. The inner city needs are so great that a school board should not have to depend on the general citizenry to say "yes" or "no."

Teacher preparation institutions must educate potential teachers concerning the needs and problems in the inner city. Prospective teachers who signify a desire for an inner city assignment should be especially prepared so that they develop the real understanding that is so necessary.

In-service programs must emphasize further the importance of proper teacher attitude, understanding, and cooperation. If pupils think the teacher lacks these qualities and is prejudiced, they feel and act against him.

Lewis Hess, Ohio State University

Most of us in teacher preparation institutions do not know what is actually going on in the public schools. We are not getting into the public schools to acquaint ourselves with their problems. We are using obsolete methodology.

We need to stress the teacher learning operation. Apparently the disadvantaged child in a disadvantaged school is coming out still disadvantaged, and we are not doing much about it. We are teaching subject matter but doing little to develop understanding of pupil needs. Perhaps the center ring for teacher preparation is the school with its involvement of pupils, teachers, and parents. More individualized teaching is essential.

I participated in an exchange project and spent one week as acting principal of an inner city elementary school in Cleveland, Ohio. It was a most illuminating experience in which I learned more in one week than in four years of college. It resulted in a more comprehensive and realistic understanding of the inner city problems.

Frank Bolden, Washington, D.C., Public Schools

The key word is "dynamics"—as it relates to teaching. Our responsibility in education, and particularly in physical education, is to provide proper leadership for the inner city and disadvantaged youth. As one who was reared in the inner city and went to schools there, I developed a real understanding of pupil needs in this area. Children in the inner city want to learn. They want good teachers who understand them and have the proper attitude and desire toward helping them achieve.

Some nonprofessional education groups are concerned with the education of inner city youth and are making efforts to help them. Will we provide the necessary leadership or permit organizations such as the Black Panthers to do our job?

Gordon Jensen, Wisconsin State Department of Education

The educational problems of the inner city and of the rural areas are similar. We need to study the problems of all areas where disadvantaged children live. In an effort to meet their needs, we should not hesitate to procure the help of sociologists, psychologists, and other specialists.

Although professionally prepared teachers are employed, we all know of "anemic" physical education programs. Teachers should not be like the farmer who said, "I'm not farming nearly as good as I know how."

Reports of Group Work Sessions

Understanding Social Problems

Reported by Leona Holbrook, Brigham Young University

The nation is beset with social problems of such magnitude that they are eroding our entire society. Solving such problems takes the abilities of many people and all community groups. Although the demands for immediate correction are paramount in the minds of those afflicted, the long-range view offers the most hope. The school and university curriculums, which embrace the expertise of many disciplines, play vital roles in the eradication of the problem.

The problem: Poverty is at the base of the problem, but the absence of money is not the sole criteria of poverty. Also included are inadequate housing, overcrowded home and school areas which affect the learning effectiveness, discipline, teacher turn-over, and sense of worth of the students. Personal and group values tend to deteriorate under such conditions.

The inner city is overrun these days with drugs, gangs, and property destruction. Pupils seem to have lessened respect for the tradition of learning with resulting increased school absenteeism. Parental supervision is lacking and a male influence is completely omitted in some instances. The children feel a pressure for success but they recognize that many factors rule out all but a remote possibility of making the grade.

The remedy: To simplify the goal, we are striving for good learning and good living in a good environment. To make any reasonable progress, the community must seek out the best personnel it can interest, people who are knowledgeable and who can rally other leaders to the cause. All community agencies must be alerted to the seriousness of the problem and be willing to cooperate with each other and meet the problems with courage and good will. They must recognize that problems of such magnitude cannot be solved overnight and that stopgap measures are not what is needed. A long-range plan must be established, and the afflicted citizens should be aware of this and an effort made to gain their understanding in this respect.

Universities have a large part to play in alleviating the social problems of the inner city. Curriculums can be altered so that many disciplines can be focused on the problem: sociology, health, recreation, political science, physical education, public relations, etc. Teaching faculty, administrators, and graduate assistants should all be involved in in-service training programs to better acquaint them with their responsibilities in connection with the problem.

Physical education students can be assigned experiences on playgrounds in the inner city. An "open door" policy must be prevalent in the gymnasium so that it is open for extended hours during the day and throughout the year.

While volunteers and part-timers have a distinct role to play, they should not be at the core of those who are to give leadership—this is for full-time experts who are constantly seeking continuous support from the community. These people should be constantly checking on the progress that is being made toward the stated objectives.

Deviant Behavior and Community Unrest

Reported by Lawrence E. Houston, Los Angeles, California, Public Schools

A stranger to America need only read the front page of the newspaper, listen to fifteen minutes of the news telecast, or listen to a few minutes conversation in almost any group and he would quickly sense the community unrest that is prevalent from coast to coast. Too many people are against things, especially the "establishment" (people in fairly secure positions who are quite influential in making policy), and too few are working for the eradication of the cause of unrest. Thousands of people who have "not made it" are discouraged; they feel hopeless; and under the leadership of excitable, fast talking rebels they believe that radical, quick solutions can be found for the elimination of their basic problems. In a few instances it works, and such success gives hope to others to try similar techniques. The nation continues to boil and ferment.

Success stories: Some communities have found ways of dealing with the problems that have brought success. For instance, business men have established programs to recruit individuals seeking training. Universities have also been admitting a limited number of students on a qualified basis and have given additional counseling. Paraprofessionals are being trained to assist teachers in the subjects of art, music, reading, and physical education.

Comments: Many universities are still slow in sensing the importance of the nation's unrest and of the part they can play in alleviating its causes. There are still too few student teachers who have had any inner city experiences. In fact, there are few college teachers who are prepared to teach about inner city problems since they have neither the inclination nor background to do so. Too many other teachers turn their backs on the problems.

There seems to be an increasing number of teachers who fail to give the service beyond the call of duty that was once given by teachers. Through increased service we would find a better level of communication between education and the community.

College curriculums should include direct experiences so that all students are exposed to inner city problems even if they never teach there. In doing so the students would probably soon see that the major problems are of the "have's" versus the "have not's" rather than the blacks versus the whites. Through such experiences these students would have more empathy toward the plight of the have not's and would probably be more willing to help than if they continue to be exposed to the usual sheltered curriculums.

It seems useless to teach students such lifetime sports as tennis, golf, and swimming when the facilities are either too far away or too expensive for regular participation. The curriculum must be more relevant to each child's environment. This is particularly true in the need for additional vocational courses in areas in which the skills can be readily sold. Regardless of the subject taught, the children need to be taught to practice respect and self discipline, and they should begin to develop a good set of moral values. All curriculums should be geared to give the student some measure of achievement and success so that he can help to develop his self-esteem.

Qualifications for Teaching in the Inner City Schools

Reported by Irwin Tobin, New York City Schools

Comparatively few teachers enter their first inner city teaching assignment with much formal specific preparation behind them. This is because the university authorities have not taken time to really investigate the conditions and problems of the inner city schools. They have not challenged their students to work in such an environment. Most teachers (other than those educated in the inner city schools) have had no inclination to teach under such circumstances.

Weakness in professional preparation: The inner city school personnel and those of the teacher preparation institution seem to be so busy with their own problems that neither takes the time to sit down and talk about basic mutual problems, the most significant of which seem to be: "What are the tasks of today's teacher in the inner city?" and "What are we doing to prepare prospective teachers to meet this task?"

Universities often do not make use of the inner city schools that are not too far distant from the campus. Courses such as educational psychology, human growth and development, health, sociology, physical education, and recreation are some that could offer practical experiences in working with inner city children in their own environment. Too often, also, the universities do not open their facilities to inner city groups. If university groups were to thoroughly review the scheduled periods of gymnasium use, they might be surprised at the number of hours which could be allocated to community use. Temple University is just one institution which does do this. Many other universities opened their doors last summer when they were involved with the NCAA summer sports program.

It is essential that students who will do student teaching in the inner city also be given inner city experiences prior to their student teaching in order that they may be properly prepared. This can be gotten in a variety of courses and either through observation or through actual work.

Responsibilities of Professional Preparation Departments in Preparing Teachers for the Inner City

Reported by Robert S. Cobb, Mankato (Minnesota) State College

I represent the thinking of approximately ten groups which are interested in professional preparation of the teacher. We weren't just talking to ourselves, because some members of these groups were not in teacher preparation. They helped tell us what we aren't doing in our teacher preparation curriculums and what we must do immediately to resolve the problems we presently face.

There is a need for our curriculums to assist students in their awareness of the seriousness of the social and economic problems of this nation. There is also a need to acquaint the professional preparation students with the customs, traditions, patterns of living, and vocabulary of the inhabitants of the inner city. We spent an entire summer one year trying to acquaint our middle class teachers with the vocabulary which is prevalent in the inner city. They just couldn't communicate.

We in teacher preparation should examine the personnel who comprise our departments to see if we might need some attitudinal changes. Some teachers, with their middle-class orientation, continue to teach as if they were preparing all teachers to be in middle class schools. There is a need for us as teachers to become aware of ethnic minority groups and their problems. There is not only a need to prepare students to face the challenges of the growing problem of poverty, but there is also a need to prepare these teachers already in service for the same thing.

Potential teachers should gain experience in all types of schools prior to the student-teaching experience. Specifically, this type of experience would include observing in the inner city schools, field experiences in these schools, and voluntary work. This would enhance the utilization of exchange programs with teachers who are presently occupied in the inner city schools, and those who are teachers presently secluded and cloistered in the ivory towers of academia. There is a need for more adequately prepared and competent teachers in the inner city schools. The very young, the inexperienced, and the old who are nearing retirement, the rejects, the retreads from other schools and other disciplines, are frequently found in the inner city schools. It has been observed that in many instances where we do bring a young teacher up to the competency required in the inner city schools, the teacher is removed from our midst and becomes a teacher trainer, an administrator, or a supervisor.

The inner city schools need to be made more attractive, with better facilities, lower student-teacher ratios, less overcrowding of existing facilities, and more personal protection for teachers and their personal property. There should be some additional financial incentives which could be used for remuneration for those young people who volunteer to teach in the inner city schools and who bring to them the competency that we want for all teachers.

Another recommendation is to investigate the additional time requirement in teacher preparation. We need to subject our professional curriculums to more scrutiny to discern what types of professional experiences students do need, especially those experiences we are not providing for them in the four year requirement. If there is a need for increasing the time for the preparation of our product, then we should move toward that goal.

It is also recommended that we continue to provide programs like the TTT, Vista, Teacher Corps, and all other innovations to compensate for growing numbers of incompetent teachers in the inner city schools. We must continually encourage those students who happen to be of an ethnic minority heritage to return to their environment to help improve standards.

It is also the consensus of these ten groups that teaching-training institutions must provide potential teachers with the type of teaching skills that will help young people to be contributing, responsible citizens. If we don't do this job, the void will be filled by other groups in a way that will echo for the long, long nights of darkness the neglect of our moral and legal responsibilities.

Rebuttal Statements

S. Eugene Barnes, Louisiana State Department of Education

We should expect the student to identify with us; we, in turn, should identify with him. We also know that we must have standards and goals, and the child should expect to have them too. The inner city student turns his attention on the teacher, expects him to be fair, understanding, to like him, and to respect him. It will help this relationship if both teacher and student have better understandings of the latter's culture and beliefs.

The school should not identify talent, but try to develop it. Guidance should develop differences, not diminish them. Physical education teachers should expand their reading interests into such areas as those of Cleaver's Black Ghetto.

Asahel E. Hayes, San Diego, California, Public Schools

The teacher of the inner city schools must concentrate on individual learning. There needs to be more extensive on the job apprentice teaching. Students should be given more chances to recognize earlier if they belong in teaching. The San Diego State College POINT program attempts to involve public school people with students before graduation and then after they start teaching. This program seems to greatly motivate students; it does not lower their standards as teachers.

Vivian F. Lewis, Central State University, Wilberforce, Ohio

Each of us should ask, "Am I aware of the problems of the inner city? Am I ready to go out into the inner city to do a good job? If not, why not?" Such self-analysis does not necessarily mean to study courses; rather it means to do something, and to do that through a program. We give our students objectives—especially a social objective. Yet, are we teaching, preaching, and practicing our social objectives? Are we neglecting or avoiding negative social attitudes?

This is what some of the new inner city teachers find: lack of space, insufficient equipment and facilities, and overcrowded classes. These teachers want to know what to do to cope with these situations. The colleges are not preparing them for these problems. We should stop talking about the ideal and turn to the practical ways of coping with existing problems. We should acquaint the prospective teacher with ways of teaching in less than ideal situations.

Learning is no longer fun for the inner city kids. Let's put the fun back into learning. Are we willing as teachers of physical education to do something with the child and to learn with him? Are we ready?

Robert G. Zeigler, Pennsylvania State Department of Public Instruction

If we look realistically at current physical education programs, we recognize that the teacher does not need to prepare four years in college to conduct such programs. The training the present teacher gets should assure us of better programs than we now have.

We can improve the preparation of our teachers by:

1. **Giving counseling to new teachers**
2. **Improving teacher evaluation procedures for helping the teacher**
3. **Developing programs to pick up the slack concerning our weaknesses**
4. **Promoting the teaching profession by exemplifying good potential teachers as models.**

We can improve our college teaching program by:

1. **Seeking qualified students with good, academic records.**
2. **Involving students in teaching experiences more frequently and as early as possible.**
3. **Following up on students for one to three years.**
4. **Focusing on teaching the child rather than the subject.**
5. **Finding ways to reward good teaching in college the same as is done for research and writing.**

Student Internships as Professional Laboratory Experiences

GRANT CLOTHIER
Regional Coordinator
Inner City Teacher Education Programs
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An understanding of the meaning and characteristics of student internship is basic to this discussion. The definition of the AST Commission on Internships adopted in 1967 describes the internship as having the following characteristics: (1) is preceded by observation, participation, and student teaching; (2) is planned and coordinated by teacher education institutions in cooperation with school systems; (3) is contracted for and paid by the local school board; (4) the intern assumes a teaching load and is enrolled in college courses that parallel his professional experience; (5) the intern is supervised by a highly competent teacher who is given released time for the job and by a college or university supervisor.

As we study these characteristics of the internship, it may well be that our present practices and procedures are inadequate. The solution does not lie in simply adding one more year to the existing teacher education structure. In order to provide an effective educational structure in the United States, a three-pronged attack seems necessary.

We first need to restructure the educational programs and school classroom organizational patterns. Such an approach suggests the utilization of flexible scheduling, large and small group instruction, and independent study. Instructional teams to accommodate this organization could be developed.

The second change would involve the definition of roles of a differentiated staff. These roles would range from the master teacher to the paraprofessional. Such staff organization could logically provide for a career ladder in education with the internship serving as the first rung and as an integral part of the instructional team.

The third approach calls for a revision of the curriculum in order that the teacher candidate may be better prepared with the skills necessary to be a contributing team member in an effective educational structure.

This is but a sketchy presentation, which perhaps raises many more questions than it answers. Perhaps it will also stimulate some to act. We in education need both continuing dialogue and courageous action.

Student Internships

Reported by Dorothy F. Deach, Arizona State University

The student internship experience is predicated upon the coordinated effort of the teacher education institution and the public school district. It may be considered as a part of the undergraduate program or it may be experienced in the fifth year, for which remuneration as well as credit will be received.

The student internship is the capstone of a progressive sequence of experiences in the actual teaching situations. The sequence may include observation in the freshman year, observation-participation in the sophomore year, assisting in a college class in the junior year, and student teaching and/or a student internship in the senior year. Some colleges or universities place their superior students as interns instead of student teachers in their senior year. These interns receive partial remuneration for their services. Other educational institutions have contractual agreements with school systems for full-time interns as a part of a fifth year or graduate program.

The gradual induction of the prospective teacher helps him to identify his own strengths and weaknesses and to determine whether or not teaching is the right choice of a career for him.

The internship initiates the novice into a full day of teaching, gives him the opportunity to become a contributing member of an instructional team, and provides him with a better understanding of the total school program with experience in teaching at the various grade levels.

The cooperative nature of the internship necessitates a close working relationship of the team composed of the intern, the master teacher in the public school, and the college or university supervisor. This coordinated effort contributes to an action-oriented teacher education curriculum which is more relevant to student needs.

The desirability of an exchange program between public school and college or university teachers was expressed. In this exchange the public school teacher would teach the methods courses and the college or university instructor would teach at the elementary or secondary level for a period of time.

Problems raised in relation to the internship included: (1) placement—availability of master teachers with released time, geographic distances affecting the travel time of supervisors, and number of students to be placed; (2) lack of recent public school experience on the part of the college or university supervisor; and (4) legal questions related to the intern in terms of responsibilities and liability aspects.

Reaction by Alice Love, University of Maryland

Student internship is defined as all undergraduate and graduate professional laboratory experiences.

One model for developing a partnership between producers and consumers is the "teacher education center," composed of a group of schools committed to preservice education. College staffs serve as resource people. Administration is provided through a policy committee. A full-time coordinator is employed. The center is financed jointly by the schools and colleges. Students are assigned to a center, not to individual teachers. They have experiences with several teachers and at all levels. Seminars which cut across all levels and include all types of school personnel are held frequently. The principle advantage of the center plan is that it provides highly trained cooperating teachers. Personality conflicts are minimized. Field research is possible in a realistic situation.

A possible problem is finding competent people at both elementary and secondary levels who can work effectively with student teachers. It is difficult to establish trust on both sides, difficult to open up lines of communication and to get them to talk to each other.

Research indicates two universal complaints of student teachers: the feedback they get is not specific and it is not objective. We need to study teaching strategies and analyses and teach student teachers more than how to organize squads. Students must be taught how to write measurable objectives in behavioral terms. Finally, we must develop early laboratory experiences for student teachers. Greater use of simulation and microteaching is suggested.

In-Service Training for Beginning Teachers as Professional Laboratory Experiences

THEODORE T. ABEL
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Pittsburgh Public Schools
Pittsburgh, Pennsylvania

In-service training is but one label for activities which are used to promote the professional growth of the teacher. Terms such as workshops, institutes, conferences, mini-courses, orientation, in-service programs, and teachers' meetings are titles by which this effort to improve the quality of teaching is known.

Teachers' meetings have been totally revitalized through the use of educational and closed circuit television. Through this media top school administrators can acquaint teachers, new and experienced, with the financial condition of the school district, curriculum changes in effect and being contemplated, school policies, practices and fringe benefits, and a host of other school problems with which school boards and administrators are faced.

Master teachers can be utilized to present new concepts and approaches to teaching in such a way that there will be some assurance that the behavioral or performance outcomes can be reinforced by the teachers and supervisors.

At the local school level, opportunities need to be provided for experiences in the use of specific audiovisual materials such as video tape, tape recordings, overhead projections, filmstrips and films.

Workshops, arranged as a series of sessions in which some special phase or phases of the city-wide program are presented, emphasize teacher participation and involvement.

The workshop may serve as a refresher course, to present new materials or methods, or as a forum for the discussion and clarification of opposing views. Workshops provide an excellent opportunity to make use of an expert, a consultant, or a local teacher with outstanding ability to demonstrate in a given phase of the curriculum.

Compensation for workshop attendance may take the form of: (1) credits which count toward salary increments; (2) monetary rewards through workshops sponsored by foundations, federal, or state grants; or (3) scholarships for summer sessions. Such in-service training imbues teachers with new enthusiasm and new ideas to carry on the work of education.

Orientation meetings held just prior to the opening of school are invaluable in familiarizing the new teacher with the specific school as well as the school district so that he may begin to function at the opening of school with a minimum of delay. In such a series of meetings the philosophy, policies, materials of instruction, and channels of communication are explained and discussed. It has also proved to be highly profitable to have a second orientation meeting about mid-term. By this time, the teachers have had time to evaluate their own situations and relate them to the overall program. A further discussion and clarification of policies is most productive in the smooth operation of departments and the total school system. Whether or not teachers receive remuneration for attendance at three meetings varies with the local school systems.

In all probability, one of the most satisfying experiences for a teacher in improving his teaching is to have the opportunity to serve on a curriculum committee or to participate in textbook selection. Such opportunities provide growth in knowledge, improved ability in teaching, and a better understanding of relationships of teacher to teacher, teacher to principal or supervisor, teacher to central administrative staff, and teacher to other faculty members in the school where he teaches.

Enlightened school boards and superintendents recognize the value of teacher participation in these activities and are more receptive to providing school time, compensated time, or monetary consideration for curriculum development and textbook selection. Patterns for released time include: (1) a committee of teachers working with supervisory members during the summer months; (2) employment of substitute teachers to release committee members during a period of time in the regular school year; and (3) remunerating teachers involved in these projects for working on Saturdays.

Many school boards and administrators recognize the values of educational conferences and conventions as significant in-service training experiences for teachers and make provisions for them to attend these meetings at school expense or, at least, without loss of pay.

Cooperative meetings with related agencies such as the American Red Cross, the Federal Civil Defense Agency, the State Department of Health, and the State Department of Public Instruction offer valuable in-service training in specific areas of the curriculum. Examples of this type of "on-the-job-training" include certification of instructors in water safety and first aid, training in medical self-help and family and personal survival, and clinics on health and social problems such as the educational aspects of drug use and abuse.

Teacher growth can be nurtured through the types of in-service training described in this paper. The school administration must provide the climate in which such growth can flourish and mature.

In-Service Training for Beginning Teachers

Reported by Gene Whitlock, New Mexico State Department of Education

In-service education is a tool to aid the teacher in professional growth and the achievement of his professional goals. One of the problems associated with in-service programs is the lack of sophistication in the techniques used to assess the teacher needs. Without knowing the real needs of the participants, there is too often in-service training just for the sake of in-service training. Motivation and/or the incentive to voluntarily attend in-service programs may be partially based on the values as seen by the individual as a way of improving his teaching efficiency or effectiveness.

The need for in-service education cannot be limited to any subsystem of the educational realm. The need applies to the personnel of state departments of education, colleges and universities, as well as to public and private school personnel.

In-service education should extend vertically and horizontally within a discipline, and at times across disciplinary lines. More apropos to the beginning teacher, it should bridge the gap of the "reality shock," the transition from college to the full-time teacher "seeing it as it really is," and then branch into the specifics of curriculum content, program articulation, skills, teaching methods, and a variety of other aspects depending upon the identified needs.

One common theme discussed in all groups was the assumption that current teacher education programs have not been designed to meet the challenges, demands, and complexities of our modern society. There appear to be inconsistencies in what is taught in college or university courses and the actual practices in schools which tend to render preservice teacher education ineffective. Teacher education programs often fail to prepare individuals to function as members of an instructional team, to use various technologies, or to develop curriculum.

Many teacher preparation programs are tradition-bound and difficult to change. Cooperation between preparing institutions and school districts is often quite superficial. In defense of this existing situation, the expenses involved in operating preservice and in-service education programs often make their optimal development impractical.

Suggestions for improving the teacher education preparation include: (1) programs should be more individualized and prepare the student to adapt to a given local school or system, (2) there should be a closer relationship between teacher preparation programs and actual teaching situations, (3) induction into the teaching profession should be a gradual process beginning in the freshman year, (4) as "consumers" of the products of teacher education programs, schools need to become more directly involved in the training process, (5) performance criteria are needed for teacher education programs with emphasis on the production of competence, (6) preparation programs must shift from a dominance of verbal content to a direct approach toward behavior change, and (7) the beginning teacher's degree of success on the job should be one basis for reevaluating and revising teacher education programs.

There is need to make better provisions for the continuing education of teachers beyond initial certification. Teachers must be motivated to join and participate in professional organizations, to attend workshops, summer sessions, institutes, conferences, and conventions. They should utilize visiting days for purposes of discovering new approaches, should discuss problems of mutual concern with colleagues, and should read and contribute to professional journals. Incentives to participate in these activities include credit, released time, and remuneration.

Orientation of new teachers to the school and district policies and the community's value system is essential. Orientation should extend beyond the meetings conducted just prior to the opening of school and should provide for discussion and clarification of department policies and procedures.

Provisions should be made to utilize superior talents of teachers in leadership roles, such as demonstration teachers and members of curriculum, textbook selection, and policy making committees.

Several new ideas were presented to aid the beginning teacher: (1) an orientation film or set of slides might be used to aid the teachers in understanding the total school system, (2) experienced teachers might be assigned to new teachers in a guidance role to assist in adapting and adjusting to their new role, and (3) the employment of a floating faculty which could move from school to school to free the permanent faculty for in-depth in-service education at a nearby college or university.

There was general consensus that a closer, cooperative working relationship should be established between the city and county directors, the state directors of HPER, and the college and university personnel engaged in teacher preparation.

Reaction by Beatrice Lowe, Tulsa, Oklahoma, City Schools

The importance of good human relations cannot be sold short. The more cooperation you give, the better your program will be. In-service education in Tulsa is provided through a steering committee. One day conferences are held for new teachers. The strong and weak points of each teacher are assessed. The program is planned in accordance with the needs of the teachers. Teachers are used to assist in program planning.

Preparing Public School Administrators for Health, Physical Education, and Recreation

PETER EVERETT
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There is a trend toward developing graduate degree or specialist programs for the preparation of public school administrators in HPER. There are four main areas of concern related to this preparation: (1) personal qualities, (2) basic background requisites, (3) problems to be solved, and (4) what to do to improve the program.

Personal qualities of a school administrator for HPER most frequently mentioned are: adeptness in public relations, the ability to make decisions, the capacity to admit making an error, the ability to organize, delegate, and supervise, creativity and imagination, capacity to be a "listener," willingness to recognize individual and group efforts and give a "pat on the back" to the deserving, and ability to relate to the total environment and flexibility and adaptability.

Basic background requisites for the administrator consist of a variety of experiences at the bachelor degree level which include: courses in the administration of HPER, intramurals, and athletics; laboratory experiences in athletics, intramurals, clubs, student government; observation of good teachers and administrators; and actual work within these areas no later than the sophomore year of the undergraduate program.

In addition to an introductory course in school administration, experiences at the master's level include course work related to the legal aspects of education, school finance, personnel administration, and public relations. Laboratory experiences at this level should provide for an intern program for credit. This internship might be done under the supervision of a local principal, a county or city director, or the state director of HPER. Other aspects of the laboratory experience might include visits to school board meetings, attendance at professional meetings, and visits to areas outside of the intern's state. In addition, "how-we-do-it information" related to facilities and equipment under less than ideal situations should be discussed.

General preparation for the position of administrator of HPER includes a broad background of teaching (including athletics) and knowledge of other disciplines within a school setting. It is important to have a thorough understanding of city and county school board policies, budgeting and financing procedures, and the political aspects of the community and to know where to turn for help when needed.

Types of problems for which we must seek solutions include the development of cooperation and goodwill of present administrators, long-range planning of facilities, assisting faculty members to overcome their fears of new ideas and trends, establishing communication channels, and stimulating the "lazy" and "non-professional" teachers to be more productive.

Suggestions for procedures to assist in developing a more effective program include: an evaluation and revision of programs in teacher education, a "tuning-up" or a "turning-out" of faculty members who are not doing the job, instigating in-service training programs for present college teachers and administrators, and developing a common staff composed of the college or university faculty and the city and county directors who will meet and work together for the establishment of a more effective educational system.

Preparing Public School Administrators for HPER

Reported by John R. Endwright, Indiana University

The majority of conferees agreed that two very important aspects in the preparation of a public school administrator for HPER were a screening of candidates in regard to personal qualities and the inclusion of a full-time internship under the guidance of a principal, country or city director, or state director of HPER.

There was consensus that the main areas with which the administrator is concerned are: personnel, budgets, facilities, programs (at all levels), public and human relations, and legal responsibilities.

It was recommended that graduate work beyond the master's degree, either a director's or specialist's degree, be the minimum preparation for the administrator. The areas at this level of graduate work include: curriculum development at all levels, communications, public relations, personnel management, facilities planning (including architecture), school finance, school law, group dynamics, and school administration; an internship should be required.

One of the important responsibilities of the administrator on the job is that of assisting faculty members in effective professional growth and development. Approximately one half of his time should be spent working with the teachers, if he desires to give the best professional leadership to his staff.

General recommendations were listed as follows: (1) there should be a specialized program for athletic administration, (2) the administrator of HPER should have had practical teaching experience at all grade levels, (3) it should be recognized that the "master" teacher does not always make the best administrator, (4) one of the most important assets of an administrator is the ability to make decisions, delegate, organize, and supervise, and (5) one of the administrator's most important functions is to assist faculty members in becoming efficient, effective teachers.

The trend toward developing programs to prepare administrators in HPER needs to be a cooperative effort of the colleges and universities, the city and county directors, and the state director of HPER.

Deep thought must be given to the yet unanswered question: Can one administrator be properly prepared in all three areas of health education, physical education, and recreation? Is it possible that administration of the total HPER program will require three administrators prepared specifically in each of the areas?

Reaction by Vernon S. Sprague, University of Oregon

Various groups should be involved in the preparation of administrators for HPER including teacher preparation institutions, public school personnel, state departments of education, professional associations, the general public, and the students. A cooperative, coordinating relationship must be established.

It is proposed that regional task units be established immediately. These should be composed of the above agencies. One unit should be assigned to each area of critical need: the inner city, improvement of elementary school physical education programs, need for administrators, and special programs for postgraduate students, administrators, and athletic directors. The purpose of these units would be to (1) identify the competencies needed by these professionals and develop curriculums to achieve these competencies and (2) develop recommended procedures, organizational elements and staff needed to accomplish the required instructional job.

Finances should be secured to do the job on a selected regional basis. How? Take a lesson from school administrators and science education; there have been enormous funds allocated to these programs.

Two basic elements are suggested in the recruitment of teachers for the inner city: recognition incentives and financial incentives. The first is achieved through the confidence that a good preparation brings a chance for success on the job. In addition to extra pay, the second element would include subsidization for the preparation of qualified teachers.

Professional Standards and Professional Negotiation

JOHN BRITZ
NEA Field Services Division
Kansas City, Kansas

In considering the applicability of traditional collective bargaining to public school environment, a wide range of important factors must be examined. My task is to consider professional standards and whether or not these standards are maintained when an educator takes an active part in negotiation and in association activity that is related to negotiation.

What are professional standards? One answer to the question might be: standards that are developed by professionals. A more precise approach to the question is to consider: what is a professional? All professions have certain qualities in common. However, the role we are examining is characterized by many variations.

The most modern professional person may play out in the given day a variety of occupational roles. At one time he is an administrator, at another time he is an employee. He goes from supervisor to supervised, artisan to expert, and from fee taker to salaried professional. The traditional definitions which tend to stereotype all professionals fail to clarify the role of a professional. However, one landmark definition, by Bernard Barber, writing in The Professions in America, states: Professional behavior may be defined in terms of four essential attributes: a high degree of generalized and systematic knowledge, primary orientation to the community interest rather than to individual self-interest, a high degree of self-control of behavior through codes of ethics internalized in the process of work socialization and through voluntary associations organized and operated by the work specialists themselves, and a system of rewards (monetary and honorary) that is primarily a set of symbols of work achievement and thus ends in themselves, not means to some end of individual self-interest.

By keeping this definition in mind, some interesting accommodations can be observed as employers seek to utilize the services of professionals. Past experience tells us that the typical vertical, hierarchal structure does not tap professional expertness to full potential. The unbending paternalistic structure is quite incompatible with the often talked about professional horizontal peer structure. Systems that break away from the more traditional organization framework have experimented, with much success, with organizing professionals as they are in societies and associations as free professionals outside the work place, allowing decision making in areas of professional expertness and the use of colleague control in place of the more rigid vertical supervision. What is the administrator's role in all this? The administrator's role is to give overall direction and coordination with the goals of the system. If a person is to be classified as a professional, he must have the freedom to practice colleague control and the freedom to apply his expertness.

Professional negotiation is a process through which an educator can apply his expertness and, in general, fulfill the demands of being a professional. Essential professionalism is not lost or weakened when educators negotiate with boards of education. Instead this tells society that educators and boards of education recognize that they have a strong community of interest and that boards, in fulfilling their obligation as elected representatives of the people, are utilizing professionals to their best potential.

Negotiation does not take away the freedom of a professional to make decisions in the student's interest. It benefits the student by pooling all the resources of a colleague relationship into a researched and planned program. It takes the student out of the realm of one-man judgment as to what is beneficial or not beneficial.

Negotiation guarantees that specialized expertness will be channeled in an organized manner into creative and innovative programs, programs which will not be shelved in a hierarchal structure. Further, professional negotiation takes the educator out of the realm of hypocrisy into the realm of honesty. It tells everybody that education not only advocates democracy but practices it.

The critics of negotiation assert that the strike is an obligatory feature of negotiation. This criticism is unjustified as it doesn't deal with the real issue, which is that boards of education don't recognize professionals as falling under the previously mentioned definition of a professional. When boards of education recognize educators as an equal power base, there may be no need for the strike.

Other critics tie negotiation down as a union weapon and therefore unprofessional. Without getting into the union versus association debate, let me say that negotiation is a social invention, not an organizational invention. It's an agreement-reaching technique used in diplomatic circles, legislative activity, and at the corner used car lot.

Many teachers have been reluctant to become involved in meaningful collective action and often maintain that collective action is unprofessional. At the same time they will maintain that the profession must assert its control over certification and preprofessional education and act as judge and jury for their colleagues.

Educators must meet the challenge of a changing society. They have the commitment to master the challenge through principles set down in the Code of Ethics of the Education Profession. Through negotiation they can guarantee the profession certain policies that demonstrate (1) commitment to the student, (2) commitment to the public, (3) commitment to the profession, and (4) commitment to professional employment practices.

Our changing society is so complex that the traditional methods of providing quality education will not suffice. Whether we should or should not negotiate is not the question. The question that must be asked and answered is: How can professional negotiation as a technique best be utilized to improve education and to set standards for our profession?

Professional Standards

Reported by Robert Holland, Ohio State Department of Education

The topic of negotiation was entirely new to many of the group participants. Several members felt that it was difficult to associate negotiation with the topic of professional standards. In the past, discussion about standards usually concerned itself with such items as certification requirements or accreditation of schools, colleges, and universities. Historically, however, the teacher has always negotiated in various situations. What is new is the idea of teacher groups negotiating through a representative or committee.

In general, the discussants expressed the following concerns in respect to negotiation as related to professional standards.

1. Differences exist among the states and even among communities in respect to negotiation. Some include both teachers and administrators; others involve only teachers.

2. How can the results of negotiation affect our professional preparation programs? It was suggested that it might be well to teach about the process involved in professional negotiation in the undergraduate preparation programs.

3. What are some of the negotiable topics in addition to salaries? A brief listing included the following: (a) length of the school day, (b) class size, (c) teacher assignments, (d) released time, (e) number of teaching days, (f) extra pay for extra duty, and (g) fringe benefits.

4. We must ask ourselves these questions in respect to the use and practice of the negotiation technique: (a) is it professional to negotiate? (b) do we believe in negotiation as a means to an end? and (c) to what extent do other professional groups negotiate?

5. Negotiation must be conducted in a professional way. It was the feeling of several that the strike technique should not be used to achieve professional goals.

6. Negotiation that results or relates strictly to behavioral control of the employee (teacher) is not desirable.

7. In negotiation we must be knowledgeable of available funds and set our goals accordingly.

8. The use of the communications media should always be of a positive nature and done in the best of professional taste.

9. Should recognized supportive groups such as the PTA, League of Women Voters, Junior Chamber of Commerce, etc. be called upon to represent teachers? Several felt that these groups could help by developing statements of desirable change.

These stated concerns led most members of the discussion groups to focus on the question of ethics as related to negotiation. The feeling was that although ethics may be more of an individual than a group decision, the profession should consider the possibility of establishing a code of ethics to serve as guidelines for professional behavior and endeavor.

Consideration was given to the upgrading of certification requirements. Several indicated that a concentrated effort should be made to ensure professional assistance in establishing higher certification requirements for the elementary classroom teacher teaching physical education. Although the classroom teachers throughout the United States for the most part are still responsible for teaching physical education, we as a profession should strive to prepare and secure specialists in our field to teach at the elementary level.

It was agreed that we do live in a world of change. Our profession is changing, and we as teachers must change with it; we must work to establish new and up-to-date professional standards to fit the times.

Reaction by Howard T. Schaub, Washington State Office of Public Instruction

Significant developments in Washington include two projects in the EPDA Program involving elementary school physical education. A very successful program in the state of Washington is the Teachers Training Teachers Project (TTT). Professional organizations must move ahead or others will move in to do the job.

Current Needs in Professional Preparation

DONALD HAIR
Acting Superintendent of Schools
Kansas City, Missouri

We have talked a good deal about what is good education for young people. Perhaps we've not done very much about it, but we've discussed it at great length and have some pretty general agreement that certain things ought to be included in our educational objectives. It is my contention that some of these things are also good for teachers.

For example, we have said that one of the most important jobs for us to accomplish is to help pupils learn how to learn. The factual information we teach them, they will soon forget, or it may be disproved in the future. With the rapid pace of society today learning must be continuous; learning must be a life-long process. Much learning will or should take place after the conclusion of formal education.

As schools change—and change they must—the teacher is going to have a great deal to learn about practicing in the education profession after college. So teachers need to learn how to learn about improved education and be inclined to do something about it after they complete their formal preparation. In-service education will become ever more important. There should be no place in education for persons unwilling to continue to learn.

Broad general education for students is important, we say. The same thing is true for teachers. They must be well-educated persons. They must be willing to see the importance of the entire instructional program. They should be evangelists for physical education, but they should realize this is one part of a total program. They should be willing to function as members of a team.

How about individual differences? We have thumped the drum for attention to individual differences of pupils for a long time. We have given scarcely any attention to individual differences of teachers. We have wanted to pour them all into the same mold. We must wake up to the fact that we are making it impossible to get the most from each teacher by our refusal to consider differences in teachers. Some of the things we've been preaching about for students, we ought to start practicing for teachers.

Important elements in preparation

I assume that each person preparing to teach will be given a sound preparation in the field of physical education. Beyond that I see some other elements which I believe are equally important in a preparation program.

Attitude toward the job is extremely important. A good teacher must be enthusiastic about what he is doing. He must be interested in young people and must want to work with them. I think this may be more difficult today than in the past, but perhaps I'm admitting the generation gap. We have some teachers in schools today who do not understand the youth of today. Students sense this and rebel against it.

Teachers must learn to be human beings. They must learn to listen. Physical education teachers have a real opportunity to get close to their students to understand them, to counsel with them. A good physical education teacher can be a very effective counselor to young people. So they should have some skills and understanding of counseling technics.

Prospective teachers must understand the need for flexibility and adaptability. They must be willing to adjust and to change. Education today is dependent upon the "young at heart" as we seek new ways in this very difficult job of educating young people.

Prospective teachers need a knowledge and understanding of innovations in education so that they may be prepared to fit into new ways of doing things. Then they need courage and faith and persistence to withstand the pressures of some tradition-bound teachers whom they are likely to encounter in the schools.

So—if we really want to help young people—and not merely present information or go through the motions of teaching, teachers must be prepared to listen, to understand, to counsel, and they must be enthusiastic, dedicated and adaptable.

Trends and innovations that might affect the physical education program

The demise of the self-contained classroom in the elementary school seems assured. This tradition will not die easily and it will take considerable time, but its days are numbered. To do the job before us, we need more specialization in teaching. This means at least a major portion of the responsibility for physical education of elementary pupils will be accomplished by physical education teachers.

A different pattern of scheduling for elementary and secondary schools is becoming more prevalent. Call it modular scheduling, flexible scheduling, or whatever name you want to apply. We are growing away from the idea of every class in every subject meeting for exactly the same length of time for every day of the year. Rather than a standard time mold into which every subject must be cast, regardless of differing needs, we are going to open up the schedule so that the purposes of individual subjects might be served—in terms of time, sizes of classes, and kinds of instruction which might be appropriate.

What does this mean for physical education?

It means that teachers must get out of the rut of doing things like they've always been done before. There must be many things in physical education which students can do on their own—not in class groups. Particularly this should be true if we are emphasizing carry-over sports or activities which might be continued after graduation. A more open schedule can provide this opportunity.

Going right along with this is the idea of an ungraded program. We should be ungrading all along the line, K-12. What better opportunity to do this than physical education? It means that physical education classes may not meet every day of the week.

Differentiated staffing

We hear a good deal of discussion on this topic today, and interest is widespread. This pattern of staffing can enable us to capitalize on individual differences of teachers and can provide an opportunity for advancement in status and in salary which has not been available to teachers before.

This means that some teachers will have different responsibilities from others, that teachers may have different working hours and different work years. The teaching team will become more prevalent—fitting together special talents and abilities of teachers so that pupils get a better program. It means the use of part-time people, teacher aides, and special community resources to help do the job.

The community school concept is becoming popular again. Use of school facilities in the evening, on weekends, and in the summer will become more pronounced. Model cities, for example, will make possible more of this kind of activity. The teacher of physical education can be in a key position to coordinate recreational activities for children and adults.

The need for persons prepared to teach health education is growing. This field is coming into its own and more importance for this subject is seen in the future. Sex education, despite the current controversy across the country, will receive more emphasis. Adequate work in these fields might provide a back-up preparation for physical education teachers.

These are but examples of some of the trends and innovations which might affect the role of the teacher of physical education.

A bit of heresy

I hope that new teachers coming out of the colleges and universities and teachers presently engaged in physical education might address themselves realistically to several questions.

1. Why do we need a rigid pattern of grade level classes for physical education?

Is there not a great opportunity in this phase of education to take pupils where they are in skills and work with them on that basis? Groupings according to ability are certainly used in the athletic program. Can't we allow pupils to do much more on their own? Can't we implement an ungraded program in physical education?

2. Why do young people have such enthusiasm for physical education up through the junior high school and then dislike it so much in high school—and seek every opportunity to avoid it? If we hope to prepare young people to continue physical activity beyond high school, we are certainly missing the boat. Most youngsters ought to want to be in physical education through grade 12. If this is not true, it seems to me there must be something wrong with our program.

3. Why should letter grades be assigned in physical education? A great majority of school people agree that our system of grades and report cards is a travesty. Why then, when we could so easily avoid it, at least in physical education, do we persist? Is it to try to maintain respectability for physical education in competition with academic subjects? It is my contention that we ought to promote the differences in physical education and seize an opportunity to make this a worthwhile and enjoyable experience for pupils without the crutch of grades.

Enough heresy. I have been bothered by some of these questions for a long time and thought this would be an opportunity to pitch them out.

Physical education teachers have a unique opportunity to help young people. It can be such great fun. Let's capitalize on this interest.

Young people in city schools today need so much help. Physical education teachers are in a key position to really make a difference, to reach young people in a way that other teachers may not be able to do. And that's what education is all about—to help boys and girls grow into responsible adults.

Panel of Reactors

Anita Aldrich, Indiana University

It is agreed that a hard look at professional preparation programs is needed. This look must include elementary and secondary school teachers, principals, supervisors, and superintendents. The college preparation program must involve majors in the school program earlier, provide for communication with other subject area students, involve students in details of beginning and ending a school semester and in out of class responsibilities. Beginning teachers have not had enough on taxes, bond elections, and public relations.

Ruth Kempthon, Principal, Bingham Junior High School, Kansas City, Missouri

New teachers must be prepared to function with new developments such as flexible modular scheduling. Miss Kempthon described the operation of this system at her school.

Walter R. McGregor, Principal, Central Junior High School, Kansas City, Missouri

Physical education teachers have a unique role in their contact with students. Teachers need more experience in the techniques of working with individual differences. It will be necessary to use paraprofessionals so it is necessary to learn how to work with them. Physical education teachers need classroom experience also.

Margie R. Hanson, AAHPER

There is an increasing demand for physical education majors at the elementary school level. Since there is already a shortage of women for secondary physical education, there has to be a greater use of men in physical education in elementary schools. This need will also force greater use of teacher aides. It is, therefore, necessary to develop standards for training and utilizing aides.

The changing philosophy of elementary school physical education and education in general has implications for preparation which must be recognized. These new developments are evident in curriculum as well as in organizational patterns.

Reports of Group Work Sessions

Elementary School Programs in Health, Physical Education, and Recreation

Reported by Marjorie Baier, Public Schools, New Brunswick, New Jersey

This area of physical education leaves room for much improvement. First of all, so far it has not really been a specialized training area, but actually one course has served in most cases as total preparation for physical education teaching in grades 1-6. Too few men have been attracted to the area except as a temporary stopgap while they waited for coaching jobs on the secondary level.

Less emphasis should be placed on the "games concept" and more directed toward "motor learning" or "perceptual learning."

Today's elementary school physical education specialist should be given better preparation. There should be more opportunities for him to learn the make-up of the young child whether it begin in working with him in summer programs, or observing him in connection with human growth and development classes, or beginning his student teaching as soon as possible. More attention should be given to the kind of equipment necessary for the young child. Most administration courses dealing with the equipment aspect are only concerned with that used in secondary schools.

The prospective teachers should see the total elementary school, and the teacher trainee should observe courses in reading, language arts, music, etc. so that he better understands where his subject fits into the curriculum. The schools should also exchange their elementary specialists with the teacher training schools so that both can benefit.

There is too little in-service training going on these days. It should be expected that the beginning teacher will have many areas of need; therefore, plans should be made to help him.

Recruitment of teachers should be made early, and work with the Future Teachers of America is one place to start. It is also good to search the community for former teachers who have been away from teaching for years with the hope that they can be encouraged to return to the field.

Secondary School Programs in Health, Physical Education, and Recreation

Reported by M. M. McKenzie, Columbia University, New York

Physical education teachers in many instances have had limited student teaching experiences in this area.

It would help to have one person as a communicator between the department and principal.

Certification should cover both elementary and secondary school requirements.

Teachers are too often traditionalists, who are afraid to innovate.

Teachers should be adaptive to change and work toward perfection.

They should not have their education concentrated in one area (e. g., sports or aquatics).

We teach students to perpetuate what we don't like. We need to teach them to be motivated with new activities.

Drop outmoded and watered down varsity programs and promote more balanced offerings (individual-dual-team activities). Emphasize physical fitness so that it will have a lasting effect.

Students need to be exposed to certain fundamental techniques followed by selective offerings. If the elementary program is acceptable, an elective program may follow on the secondary level. There must be a chance for progression with the basic core. An elective program should be offered, so that students may branch out. The basic core should have some laterality of choice of specialties.

Professional preparation curriculums should be updated by designing new programs.

More opportunities should be offered major students to visit school systems during their freshman and sophomore years.

The philosophy of undergraduate professional curriculum is so diversified that perhaps what is needed is a unified physical education philosophy. There are many inconsistencies in the objectives of physical education. We should have a greater understanding of motor learning.

Administrators should work more closely with teachers to provide the type of program that should be given.

Certification for health and for physical education should be separate as health education has its own importance.

Cooperation with recreation people would help to expand and supplement physical education programs.

Elementary and secondary physical education teachers should be more cooperative.

The gap between theory and practical college curriculum is not preparing the student for public schools.

We must remember that different students learn in different ways. The preparatory program teachers should be utilizing techniques they tell students to use in teaching.

Teacher preparation programs should examine behavior objectives and base their program on them.

Balance of staff in a wide variety of areas is desirable.

There is a tendency to have a scattering of information, and we are trying to cover too much in too short a time.

Flexible scheduling is the greatest single innovation in physical education in the past ten years.

We need greater understanding of modular scheduling. We should take initiative and demand time for improved scheduling. Undergraduate students must be exposed to the new time frames through classes, field practice, and observation of what is being done in the public schools. We need leadership in our field to implement flexible scheduling and differential staffing assignments.

Avoid overlapping of facilities.

Teachers should be trained to handle large groups.

Improve scheduling so as to allow time for inclusion of use of community facilities—bowling, skating, riding, swimming, etc.

More in-service training constantly is repeated in our needs.

Physical education was mentioned as a "fun class." It could be ungraded. Students who dislike physical education feel they are forced into molded, inflexible programs.

There has been too little emphasis on athletics for girls and women.

Coeducation programs should have a place in our programs.

Physical education teachers should not be required to coach under pressure.

Less money could be spent on research and more on innovative ideas in physical education.

Federal funds for supervisors for in-service training programs would be helpful.

Individual student majors and teachers don't really know what they believe and what their intentions are.

Public relations can be increased to inform parents of the value of our program.

Cooperation of colleges, state, and country directors will strengthen our programs. This program must be followed up and action taken by the group represented in each state.

The Administrator and the Auxiliary School Aide
Reported by Fred Kohl, Public Schools, Kansas City, Kansas

The purpose of auxiliary school aides depends and is defined by legislature in some areas. Improvement of instruction by regular full-time teachers, through help and assistance, is the objective. The possibility that unions might consider these uncertified workers who could infringe on placement and rights of teachers was not thought serious by this group.

The group discussed to what extent we need aides and the importance of being selective in the choice of aides. Duties might include hall monitoring, lunchroom and recess supervision, equipment care, collecting fees, etc., setting up for class programs, limited specific duties. The role of the aide should be stated, with all categories carried on under the supervision of a certified teacher.

Guidelines must be set up on the placement and duties of auxiliary school aides. Judgment duties should be left to the teacher. Aides should not be allowed to usurp the child's learning experiences. Attitude toward aide and responsibilities given are very important.

Is service as a well-trained aide equivalent to a year in junior college? Might such trainees do comparable or better work in elementary schools than older teachers as far as physical education is concerned? Many have upgraded recess activity periods.

Recruitment and internship is important in setting up the program. Housewives, retired folks, mailmen, night duty policemen, and college and university students are interested.

Aides should be given experience at different levels. Individual instruction is necessary. Politics may enter into placing aides at certain schools. Workshops help in explaining the place of the aide in the school.

Certification in Special Areas
Reported by John Foy

Elementary School Area

Elementary school certificates in physical education could be given for workshops or two or three hour courses in the program with changes to be used in this area.

School Nurses

Administrators must develop understanding of the role of the total school health program and the roles of the health educator and the nurse. We must decide on what to expect from the nurse. At present there is a great abuse of nurses' services, functions, and abilities. This should be corrected.

Do we wish the school nurse to teach or is this an emergency measure? Is there a special type of preparation for the nurse used in the health services? Some feel that the decision on this problem should be worked out between nurses organizations and the school administration, that this is not a problem of the physical education profession.

Certification must be established if the nurse is designated to teach. Upgrading of school nurses should be encouraged by various groups on the federal, state, and local level. School nurses are teaching directly in all they do. Comprehensive in-service preparation, in some cases with certification, must be provided for the traditional role and another for teaching health. This means a differentiation between nurses.

There is a shortage of health educators, but a school nurse is not an adequate substitute. She is more than busy in her traditional role.

Adaptive Physical Education

One group favored certification for those teaching adaptive physical education. This might be on a master's degree level. It is asking too much for the regular physical education teacher to handle the many special areas—emotional, adaptive, corrective, etc. Subject matter in this field should be offered in several different courses serving teachers and teachers aides.

College students should have an opportunity to observe the possibilities in this program and they might be challenged to serve.

Extra salary and courses usually are an added incentive for instructors.

Coaches

Certification of coaches seems a positive step in providing protection for students in sports. Girls athletic coaches should also be certified.

Philosophy of physical education should be basic to the thinking in preparation of coaches. Courses during the school year and summers should be offered by colleges and universities on a master's degree level for men and women for certification as coaches.

The Society of State Directors could help now by having states offer coaching certificates. Coaches may be reluctant about certification because of a threat of losing position or need to return to college, but such policies can all be worked out to mutual understanding over a given period.

Academic and physical education teachers in the coaching field must realize their major responsibility. In most cases it is better to have the physical education teacher an assistant rather than a head coach.

Athletic Director

Athletic directors certification was questioned by some. Rather it should be included in degree programs as a broad field of administration on a graduate level. Certification should be looked at carefully, with the basic philosophy of physical education in mind. A course or two might be adequate. Athletic directors should consider the value of classroom and intramural work as well as varsity sports. Personnel in all these areas should work together.

Recreation Workers

The National Park and Recreation Association is deeply concerned in establishing standards for certification. Results will be available in the near future. Physical education teachers can no longer be considered as automatically qualified for recreational positions. The problem may be that a person prepared for physical education will have too narrow a scope of specialization within the total program of recreation. However, smaller communities cannot afford to hire more than one person. Educators should be exposed to a broad program of recreation. The broad base should include: philosophy of recreation, lifetime sports, outdoor education, and community recreation.

Rebuttal Statements

Mary Ella Montague, Sam Houston State University, Huntsville, Texas

The speaker was concerned with the things we need to do in the specialized preparation of health and physical education teachers. Among the more salient needs were the selecting of materials in teaching which are pertinent to the professional area and gearing these materials and teaching methods to the maturational levels of the students taught. The advantages of a variety of skills selected as to the values inherent in each within a logical sequential pattern was stressed. The necessity of developing a closer stance between the community and the colleges preparing teachers received emphasis. Frequently, there is an overemphasis in the teacher preparation program on subject matter without the necessary stress being given to the responsibility of the potential teacher to improve the quality of human existence. Programs must become more people oriented rather than content oriented. The what and how to teach are not as important as the ones we teach. We continually overemphasize in our major programs "what to do when you graduate," rather than enhancing and enriching the lives of our students while they are matriculating. Physical education has an excellent potential for discovering man's human abilities: his humaneness, his courage, his nobility, and his ability to be personal in an impersonal world. There is inherent in the profession of teaching health and physical education tremendous implications for other disciplines, the behavioral sciences, the liberal arts, the humanities, the physical sciences, and the fine arts, as well as innate possibilities for interdisciplinary efforts to improve the quality of human beings in the 70's.

Stanley Peffle, Philadelphia Public Schools, Pennsylvania

A teacher of physical education in an inner city school needs a good basic knowledge of all physical education activities so he may constructively involve all student interests. There will be inadequate facilities, large classes, limited teaching stations, and multiple teacher assignments, all of which complicate the effectiveness of the teacher in reaching each student. Certain personal qualities are required for effective teaching in the inner city schools, among which would be a genuine feeling of empathy with each student and a genuine desire to help the individual improve. This is not to be construed as an attitude of martyrdom, but as a job requirement that must be accepted as the currently popular and correct thing to do professionally. There will be a need for teachers to devote more than just the assigned hours of time performing the curricular and co-curricular tasks for which he is remunerated, if his teaching is to reach all inner city individuals effectively. The necessity of determining and holding to student accepted and endorsed achievement standards based upon the needs, interests, desires, and maturity of the students is considered basic to good inner city teaching. Students will accept standards as long as they are made to realize that standards exist because the teacher is genuinely interested in the students and their improvement. An integrated staff of patient physical education teachers working together and reflecting a sincere concern for one another and for all students will be most successful in the improvement of teaching everywhere.

John C. Thompson, Colorado State Department of Education

The advantages, as well as the disadvantages involved in flexible scheduling need to be understood. Flexible scheduling frequently resulted in some classes being either too large or too small for effective teaching in physical education. Too frequently physical education classes were placed at the end of the day through flexible scheduling, which is not considered beneficial to the student. It is also believed that seventh grade students frequently are not sufficiently mature or knowledgeable to determine their needs in the area of motor learning. Grade level scheduling in physical education is necessary in providing students of similar size, age and ability the opportunities to participate and engage in motor learning together. Such scheduling facilitates the evaluation of students, and there is less difficulty in the determining of achievement standards. With reference to the charge that "physical education is generally disliked above the junior high level," no one answer seems appropriate. There are many reasons why students dislike physical education, all of which are not the fault of the school or its teachers. Schools should investigate legitimate gripes that students express.

Evaluating in physical education classes is consistent with traditional patterns found in most schools, where evaluative tools and techniques are applied to students and marks given. It is the assumption that since physical education is an integral part of the education process, it should not conduct its collective affairs any differently from any other academic discipline.

Physical education needs to continually examine its curriculum offerings, just as other disciplines do. There are, constantly, needs for variable opinions in curriculum revision. All states and school systems fail to move at the same rate in needed changes. There should be more cooperation between smaller and larger schools in effecting changes. Cooperation is needed between men's and women's departments in course offerings. Coeducational participation in all motor activities, with but few exceptions, is now possible and should be stressed. Physical education must continually examine its present regulations and policies in keeping with societal changes and human progress.

Roger C. Wiley, Washington State University, Pullman

The role of the community college in the preparation of teachers for a changing society is frequently unknown or overlooked. Community college or junior college personnel have opportunities afforded them in the three-pronged programs presently available in the junior college: (1) vocational-technical; (2) precollege; and (3) adult and continuing education. In the vocational technical responsibility, the need for certification of instructors in golf, skiing, and water sports, as well as camp directors, is an established function of this academic level. The demands for the preparation of teaching, recreation, and rehabilitation aides are increasing. In the precollege responsibility, there continues to be an expressed need for physical education introductory, as well as methodology, courses on the junior college level. In the adult and continuing education responsibility, junior colleges supply the requests for officials in competitive sports, water safety instructors, little league coaches, and fitness instructors for adult and senior citizens programs. Many newer job types and specializations rely upon the junior colleges to supply their professional needs. Colleges and universities cannot abdicate their assigned responsibilities in educational research and extension but must, on an increasing basis, extend the hand of professional preparation to those groups who can and must contribute to the process.

Interrelationships of the Physical Education Program and Personnel to the Total School and Community

PAUL BRIGGS

Superintendent of Schools
Cleveland, Ohio

From my experience over the years as a high school administrator, as a member for about eight or ten years of an executive committee of a high school athletics governing board, a member of a state board, and many other associations—I have found that physical education and athletics do something for young people that cannot be equaled anywhere else in the school. I have seen young men and young women; but more particularly young men, heading straight for trouble—academic trouble, personal trouble, trouble with the law, and everything else. Then when they came into a real experience in physical education or athletics, they suddenly began to find themselves. I have seen young men change and I have seen so many success stories come out of the athletic plan that I cannot help but stand here this morning as perhaps the strongest advocate of any of the city superintendents of America in behalf of a revitalized and effective program of physical education, health, recreation, and athletics.

The approach I am going to take is an unorthodox one, but it is with genuine conviction that the time has come to change some of the things we are doing. We must refocus, and we must go about the job of reeducating the urban youth of this country like we never have before.

I don't have to impress on any of you that America is in deep trouble—the kind of trouble this country has never had before, the kind of trouble that has made it impossible for a previous president to attend the national nominating convention of his party because of the threat to his safety, the kind of trouble that makes it impossible for teachers in our city to go into their classrooms with the assurance that they are physically safe, the kind of trouble that is doubling this year the number of homicides of just one year ago in some of our big cities. Today ours is a society of violence, a society of unrest, a society of disturbance. The kinds of gaps we have are so great that it is hard for us to understand what is happening. The only thing we can perhaps agree upon is that we must soon, almost immediately, identify the kinds of problems that face us in urban America. And we've got to do something about them.

Now, it wasn't too bad when I was a boy on a farm to attend a high school without physical education, because I got up at 5:30 in the morning, did the chores, and then walked two and a half miles to school and two and a half miles back. I got some physical exercise that youngsters of the city do not get today. I knew what it was to exercise. I knew what it was to be physically fit. I knew what it was to be oriented to tasks that had to be done.

Chores on the farm had to be done. No matter what happened, no matter how one felt, the chores had to be done and had to be done on schedule. There was work, there was exercise, and there was a discipline there—the kind of discipline that we do not find in the city today.

There was the kind of physical exercise that youth do not have today—the kind of orientation to a task where we could see what happened. We planted the seeds, we took care of the crops, harvested the crops, and finally sold them. The money was put in the bank and used to provide us with the things we needed over the winter. There was an orientation that was in focus. We understood what we saw. Today in our cities, we are almost totally without any kind of orientation that would lead us down a road of discipline, pride, decisions.

Let's talk about a few of the problems we must face. I think one of them is the isolation of children. The children in the inner city are more isolated than any of us of previous generations in America. The isolation of the rural boy on the farm was nothing compared with the physical isolation of the child of the ghetto. A few weeks ago, I went into one of our inner city elementary schools—a school less than one mile from downtown Cleveland, and I found in the sixth grade only two children who had ever been downtown in our city, and only one who had ever been in a department store.

In the fourth grade at that building, where 82% of the children come from relief homes, one-half of them had never seen Lake Erie, only one mile away. The isolation of the child of the ghetto is beyond belief and education has got to do something about it. The cultural isolation that exists in the urban centers of America is unbelievable. Good music, good art, good literature, good recreation are not a part of the inner city.

This is not where we find our good schools. This is not because a city wants to put its poorest schools there, but because in the urbanization of America, this is where the first schools were built.

This week in Cleveland, we're going to have a great experience. We're going to move children out of an old building and right next door to a brand new beautiful school building. I think it is the most beautiful elementary school I have yet seen anywhere in this country—carpeted floors, a library with every classroom focusing into it, team-teaching areas, and more. Hicks School is in the middle of the ghetto. The old school building is 113 years old. It was there five years before Abe Lincoln went to the White House. It was there before the electric light bulb and the telephone were invented, and yet this is the kind of schools that children are attending in our city. You talk about ugliness and lack of culture!

The ugliest building in the ghetto is the school. It is going to take millions and millions of dollars to get the cities out of trouble as far as their buildings are concerned and to improve the environment of the child who is isolated.

Poverty in this country is concentrated in the ghetto. In Ohio, our school district has 7% of all the students in the state. We have one-third of all the relief children. These are the kind of statistics you find in every city, every urban center. Today, one-fifth of all of our children come from relief homes, and in some of the schools over 80% of the children in the building come from homes where the families are receiving public assistance. Looking at the relief pattern going back to 1950, we find that in Cleveland there has been an increase of 700% in the number of children coming from relief homes. This is happening in every urban center.

You talk about trouble. We have it in America unless we do something about the problems that face these children. We need a new focus, a new concentration. Where do we now spend our money? It is not on the child of the ghetto, not in American public education. We spend money in the suburban areas and in many of the rural areas.

In the days ahead, if we're going to get out of trouble, we need to take a look at the problem of the city. Unemployment is the heaviest in the ghetto areas. Unrest is the heaviest in the ghetto areas. Young men and women who want to do something for their country as they come out of college had better move to the city and do something about the education of the city child.

There is a new place for health education, physical education, athletics, and recreation in our urban settings for urban children. I have come to the conclusion that several things can be done to help us as we begin to concentrate on the problems in the ghetto. I am impressed with what is happening, particularly in our inner city high schools, to those individuals who participate in athletics.

We asked the principals of the five inner city high schools of Cleveland to go back in the records to find out what has happened in the last few years to the boys in athletics. The result is a success story like we have never heard before.

Let's take a look at one school located in an area where you cannot walk three blocks at night and expect to come out on your feet, an area where violence and squalor and trouble abound at every hand, an area where the police are in trouble, an area where the children come from homes that are in really bad condition—over-populated, overcrowded—an area where there hasn't been a single home built since 1945. In 1945, there were less than 5,000 students in the elementary schools in this area. In 1965, there were 16,800 students out of the same number of homes. When you get into that kind of crowded situation, you're going to have trouble.

The principal of that inner city high school said that in the last three years, 161 boys have gone out for football and of that 161, not one dropped out of school—not one. Twelve of them got college scholarships and went on to college. There were 45 baseball participants with not a dropout, and 18 of them went on to college on scholarships; 89 in track with not one dropout and nine of them got special scholarships; 32 in tennis with one dropout; 64 in basketball, with one dropout and three drafted by professional teams. The statistics of this school during a three-year period show that there were 391 athletes with two dropouts, within a setting where 60% of the general student body drop out.

Can I be against athletics? All I have to say is that we have got to do something about expanding this program. Now, if it were just one school, it might be something else. I checked another one. Here were 40 participants in one sport, no dropouts; 100 participants in basketball and five dropouts over a five-year period; 150 participants in football and eight dropouts.

Another school points to 22 fulltime scholarships in two years, with 400 boys in athletic activities and of the 400 not a single dropout in that high school. The story is the same for all of our inner city high schools.

It is time we discovered that something is happening in athletics, in physical education, in sports. If there is any place in America where these programs are needed, it is the inner city.

We must take a new look at those who participate in designing and administering these programs in the urban high schools. To those of you who come from the colleges, I would like to say one thing, and I say this very kindly. Don't prepare any more teachers for urban schools in the isolation of the ivory tower. Don't prepare another one. Stop it.

Some colleges are beginning to come out of the ivory tower, really come out. I'm proud of the new things that are happening. We haven't been too impressed with the professor from the ivory tower. He is preoccupied with writing, and perhaps he has to write to survive, but who reads it? Last year, however, Ohio State University had the courage to arrange an exchange. We traded a junior high school principal for a college professor. The junior high school principal went to the University to see what it was like on that side of the fence and the professor came over and sampled the food on our side. He had a really interesting experience; the first day he was with us, we had a riot and somebody threw a bomb into the principal's office!

Our usual experience had been that the professor who came out of the ivory tower tiptoed away when we had our trouble. You could hear the pitter-patter of his little feet as he came, looked into the ghetto, and then rushed back to write about it for publication. That is not the kind of help we want, and we don't want to be studied any more by the professor. We've had too many studies and too much bad reporting. The ivory tower approach of preparing for the action field is not a good one.

The doors in nearly every urban setting are open to a realistic kind of program that will allow young men and women early in their college careers to come and get some firsthand experience.

Let me make some suggestions concerning organized athletics in America. First, why can't we make our state athletic associations responsive to the same legally constituted educational structures that teachers are subject to? Where these associations are not subject to the laws of the state, are not subject to the authority of the duly constituted official educational agencies within the state, they are not sensitive or responsive to today's needs in education. I think it is time some changes were made.

If our state athletic associations are to be relevant, they must drop the immunity they now have as a volunteer organization. They control in a monopolistic way interscholastic athletics within a state. If one disagrees with a procedure or decision of the association, there is no recourse but to drop out of athletics—no recourse in the courts through legislation, and in our state there is no representation from any urban center and not likely soon to be any. Relevance? No, it is not there.

Let's look at the requirement of eligibility in athletics, in the urban setting. If athletics does for boys what I know it does, let's not eliminate a boy simply because he is having academic problems. You're not going to save him that way—not our city boys and probably few other boys. I'm convinced that the inner city boy who is saved by athletics is one who has an experience that shakes him to his toenails—the kind of experience he has never had before that molds him into part of a team, a dynamic team. He stands tall and straight and is admired by the kids of the ghetto because here is one who can make it. And that soon begins to spill over into the academic area. But if he hasn't made the academic first, we do not allow him to get into the mainstream of athletics. I submit to you, this is wrong; this is absolutely wrong and it had better change.

Let's look at our athletic leagues. We have built isolation into athletic contests between inner city schools and suburban schools. I think it is time we looked at a metropolitan kind of organization. Why should white schools always play only white schools, and black schools only black schools? Why can't we have a good wholesome relationship between schools of different populations through athletics? Our league organizations are such that they do not allow this in most cities. We must reexamine this situation.

Let's take a new look at the schools' relationship with the city government. Let's not build separate organizations unnecessarily. City officials and school officials often want to develop separate youth programs, but I think it is time to develop joint youth programs. We should have more joint councils such as our joint recreation council in Cleveland. We should develop a working relationship so that when we purchase land for schools, the city will purchase land next to the school for a recreation program. The facility can become a part of the school program during the day and a part of the city program evenings and weekends.

We need more help, particularly in the city. Let's find out how to use teacher aides and how to use students—college or university students and even some of our high school students—in helping with younger children.

Let's take a look at educational TV and find out how we can use it. One of the most damnable things we have done in some places in public education is not to allow our educational television to show athletic games because it might hurt the gate receipts. We've kept the tube closed to one of the most wholesome experiences in public education. We are saying that athletic contests are good entertainment only if you are present in person, but if you see them in your living room, they are less entertaining or informative. High school athletic associations all across the country, except for their own basketball tournaments, have seen to it that the TV cameras are not on high school sports. It is time we turned the TV camera on and brought education up-to-date, made it relevant.

Let's design a new program for inner city elementary and junior high schools. We've got to find some less costly and more accessible ones than what we have had so far. Something has gone wrong in our city in the way our bureaucracy works. It costs so much money to conduct junior high athletic programs that we cannot support them. So what do we do? We turn the junior high school youngster on to the street at the moment in his life when he has the greatest desire to be a member of some kind of team. That is why we see other groups now going out and getting him, dressing him, marching him, and teaching him hatreds that should not be taught to children. It is time we took them off the streets and opened up the school. It wouldn't cost half as much as society now is putting into programs that aren't nearly as legitimate.

I would like to suggest last that colleges with schools with departments of physical education, recreation, and health must have staff with experience in urban settings. Just staying on in college until you get the right degree does not necessarily keep you from being a stuffed shirt. In fact, it may contribute to stuffiness. I question seriously that it will contribute to the quality of person we must have to teach those who are going to be our teachers.

If you miss this opportunity to become relevant, someone else is going to step into the void. I stand here as a superintendent of schools thoroughly convinced that we must be active in physical education, health, recreation, and athletics. We've got to double the programs of America. We've got to use our programs to break the isolation of the ghetto. We've got to use our programs to keep the children in school, to teach them discipline, to teach them how to live with each other—a team approach. We've got to use the wholesomeness of the athletic field to do these things.

I come from a school system that has just completed building four new high schools, all with big plants and facilities for athletics and physical education. Another high school is under construction; two on the drawing boards will open within two years; seven large Olympic-size swimming pools are under construction this year; two additional high school gymnasiums are under construction this year. We're putting our money where our mouth is, because we believe in health, physical education, and recreation.

Reports of Group Work Sessions

Improved Cooperative Efforts Between HPER Administrators of Public School Systems and Professional Preparation Departments

Reported by Frank E. Enty, Morgan State College, Maryland

If university curriculums are ever to become relevant, there will need to be a greater working together of public school administrators and those in the institutions which prepare teachers. For too many years each has gone his own way, too engrossed with the problems at hand; they have not made time to get at basic issues which involve both. There are a multitude of ways in which cooperative efforts can ensue, and it only needs a little focusing of our efforts in this direction for dividends to be produced for the public schools, the universities, and the children who are the eventual consumers at the end of the line.

If a council were to be formed with representatives from the public schools and the universities, regular meetings could be established to formulate modes of action. An exchange could be made between those teaching in both situations. A greater use could be made of public school personnel in college workshops, and teacher preparation programs could be revitalized by making more use of the public school personnel in the process.

The public schools could offer opportunities for the university freshmen, sophomores, and juniors to observe classes and perhaps work in special programs, prior to the actual student teaching experience. The teachers and university student teaching supervisors could clarify the role of the former in the student teaching process. Through working together, the public schools could assist in the recruitment of future physical education, health, and recreation teachers.

Through joint planning there could be more continuing and ongoing in-service professional training for the public school teachers. There might even be an exchange of public school teachers and college professors for a semester in order that both parties will have increased understanding of each other's professional problems. Such an exchange of ideas might make it more feasible to have workshops where the people are rather than just on the university campus. Through such an interchange much could probably be done to eliminate educational snobbery.

When both groups invite the other to "come and see," the public relations programs of both are improved. The high points and problems of the profession are brought into the foreground. Joint participation in curricular revision might be one advantage to be gained. The two might also cooperate in mutual projects calling for a common application for a grant. Their joint efforts might also assist in gaining meaningful legislation. All college teachers should be required to periodically visit the public schools. This would help them to make their classes more meaningful, and when there is an interchange there should be a more realistic understanding of what is to be expected of the first year teacher.

It is important for the public schools to convey to future teachers the role of the teacher union, the teacher organization, professional standards, and professional ethics.

Improved Cooperation Between HPER Faculty and Total Staff (Guidance Personnel, Administrators, Professional Staff, Others)

Reported by Arne L. Olson, East Stroudsburg State College, Pennsylvania

Whether the comment is justified or not, we who are faculty members in HPER have on numerous occasions been accused of isolating ourselves from everything that is going on in the school environment. Even though we are often praised for our understanding of youth, we too often are so involved with every little occurrence in the gym, health room, or playground that we do not take the time to be involved in everyday curricular and co-curricular events unless they pertain strictly to us. Granted, the gym may be in a distant part of the school premises, we may be in different attire from the other faculty, and our program emphasis is different—nevertheless, we should make more of an effort to become involved with other school matters. By doing so we lend our expertise to the solution of total school problems, and we also gain further support for our own programs. Everyone agrees it should be done. Now, here are a few ideas of practical ways in which it can be done.

Begin attending staff meetings even if they conflict with coaching or teaching duties. Of course, the capable administrator will endeavor to schedule them so that such conflicts are minimal, and he will also try to eliminate irrelevancies. Such meetings provide opportunities for all members to cooperate with one another. When a staff has wide interests and responsibilities, members should recognize that not all agenda matters can be of common concern. When they are not, for the most part they should be discussed in smaller groups.

It is imperative that HPER faculty serve actively on faculty-wide committees and visit with other faculty in the lunch room and teacher's lounge. It is not advisable to always sit with the same group. HPER faculty should show an interest in the work and projects of other teachers and not just complain when those teachers do not attend the functions sponsored by HPER. Other faculty should be invited to use your facilities during free hours, perhaps to assist you in certain areas that might be of common interest. There are numerous opportunities in which several groups could work together in community projects such as in blood programs, learn to swim programs, recreational leagues, and cooperation with health or service agencies.

The good administrator will structure interaction between groups. People may say they do not have the time to cooperate with each other, but it can be done if structured properly. If the different groups do not speak the same language, they should learn the language, and only through the practice of cooperation will this skill ever be mastered. Although this can be done both professionally and socially, children seem to be the key to promoting understanding.

Improved Relationships Between the School Recreation Program and the Community Recreation Program

Reported by William L. Kloppe, Webster Groves Public Schools, Missouri

The idea of a community-school concept has considerable merit from the standpoint of more efficient involvement of school staff and facilities. Proper supervision is a key factor in making it work. Tax structuring and school boundaries sometimes make it more difficult. At any rate, positive and regular communication between schools and recreational groups is the only way in which good progress can be made.

Research is necessary, and the findings relative to costs, values, and needs must be disseminated in the community before there can be any hope of implementation. Up to this time public school teachers have felt that they do not have time to take a leadership role in community recreation, but time should be taken.

If school-community recreation is to succeed there must be joint administration of school and parks from the top level to the bottom. Near the grass roots, the school principal is the most important person.

Top school and recreation administrators should cooperate in joint planning of operating procedures, facilities, use of personnel, and conduct of clinics. Colleges should take advantage of employing public recreation leaders to teach their courses, and they should make more of an effort to recruit recreational professional and paraprofessional personnel. Better laboratory experiences could be given to students so that they would be aware of the professional opportunities in recreation.

Increased Cooperative Efforts Between the School Health Education Program and the Parent, the Health and Social Welfare Agencies, and the Total Community in Understanding and Solving Current Health Related Problems

Reported by Elizabeth L. Pope, Savannah-Chatham County Public Schools, Georgia

In order to get at the crux of solving important health problems, we must use all of our community resources: i.e., the schools, clergy, social agencies, communication media, health organizations, civic organizations, and students. We must get into the community and interpret our programs if we ever expect to receive the support that is essential. We must have both short-term and long-term programs.

General Recommendations: Long-range programs must emphasize the preventive aspects of health problems. In order to get community support, we must constantly endeavor to improve cooperation between all of the community agencies and especially with the parents. The PTA and law enforcement officials can contribute much to solving the problems. Elementary classroom teachers are in dire need of courses in nutrition, and in-service sessions should be made available to them. Adult education in nutrition, as well as in other areas, would be very helpful to parents as well. If the courses are to be meaningful at all, it is essential that the teachers go into the inner city and ascertain both the conditions and the problems firsthand. The help of behavioral scientists is vital if curriculums are to be meaningful to the student.

Recommendations in the Field of Sex Education: Not only should parents be thoroughly involved in this area before any actual teaching commences, but their consent is also extremely desirable. In order for a sex education course to be successful, it must be taught by a health educator who has had specific preparation in the area. Needless to say, he should prepare his assignments carefully, and the subject must be introduced with extreme care.

Recommendations in the Field of Drug Education: All teachers throughout a public school system must be given basic information along these lines; this is not just a problem for health educators. The teachers should know the symptoms of drug abuse and have an understanding of all community resources that will help to make a successful program. Both the pros and cons of the subject should be covered, lest the students think the teachers are so biased that they are afraid to discuss both points of view. A letter to parents explaining the program helps immensely with the public relations aspect.

Panel of Reactors

Albert H. McCay, Boston-Bouve College, Northeastern University

We seem too often to ignore the fact that the inner city residents seldom have the opportunity to leave the core of the city to visit the beaches, mountains, state or national parks, attend baseball, football, or basketball games. This is a basic reason why more emphasis should be placed on supplying more recreational opportunities for the inner city people.

I have much faith in the ability of health, physical education, and recreation specialists to work with the inner city problems. A majority of them have spent a number of years as city, county, and state directors, recreation directors, and teachers in the public schools. Consequently, they have been exposed to many of the problems in the field and are equipped to prepare potential professional teachers accordingly.

The school should be responsible, to a large measure, for providing opportunities for students to develop knowledges, attitudes, skills, and appreciations in a variety of leisure-time activities which may be enjoyed throughout life. Many such traits will be derived from the experiences provided in the school's instructional program. Others will grow out of the club activities, interscholastic athletics, and other extra class activities and experiences provided by the school.

There is a growing realization that the other aspect of the school's responsibility consists of serving as a community recreation center. The school district is in a most favorable position to provide leadership, facilities, and programs for recreation. If programs are not present, the school district is in the best position to create and finance them. In accepting such a responsibility, it is not the intent to supplant the private and public agencies, if effective. However, the school is in a unique position to serve as coordinator.

As a recreation educator, I would like to emphasize that the schools should:

1. Provide for education for leisure.

2. Provide opportunities for participation in wholesome, creative activities.

3. Make school facilities and resources available for neighborhood recreation programs.

4. Provide leadership to develop community recreation programs where they do not exist.

5. Develop cooperation with community agencies that conduct recreational programs.

6. Develop programs of in-service leadership for recreation personnel.

7. Develop leadership for local, state, and federal support to school recreation.

I believe that each state should develop, through its state department and professional organizations, a document similar to the one in California entitled "The Role of Public Education in Recreation." This document outlines the specific responsibilities of a public school district in California.

Each state should enact a community service tax enabling local school districts to permissively levy a recreational tax. Inasmuch as recreation is an integral part of a complete education, it should be an outgrowth of the school program. When basic skills are not taught in the educational program, they should be introduced in the recreation programs. Programs should not be limited to children, however, but should encompass all people. The programs should be based on community needs, and this means a wide range of activities.

Inner city people are revolting against the establishment (including government, central school district, or any organization that has its power base on the outside). These people are extremely suspicious of persons from the outside who attempt to invade with suggestions and plans to institute projects. They have been "led down the path" so many times with so many unfilled promises that they are wary. Schools are often derelict in their duty of doing something constructive for inner city people. A good start would be offering and operating recreation programs for all ages during the day, evening, weekends, and vacation periods.

In summary, I would suggest:

1. If municipal authorities do not offer a recreation program in the community, the school should step in and fill the void.

2. If municipal authorities are offering a recreational program, the schools should cooperate by providing facilities, etc. It seems senseless to have facilities lie dormant from 3:00 P. M. on, and during weekends and vacation periods. In many localities it has been found that when school facilities have been made available to the total community, these schools have received more overall support from the community for their educational program.

3. Even if the school district is not in a position to offer recreational programs, it could, with a relatively modest outlay of funds, act as a catalyst in the community by coordinating and making facilities available for leisure time activities.

In closing, I would urge that we open wide the school doors for the entire community.

William E. Noonan, Jr., National Chairman of Recreation, PTA

It appears to me that it would be most desirable to involve the National Congress of Parents and Teachers whenever possible in your educational programs. It has 11,000,000 members and is still the largest voluntary adult educational organization in the world. It is to your interest to interpret your program to them. Too often those in health, physical education, and recreation have isolated themselves and their profession from others in the community as well as in the school. Instead of informing parents of your goals and programs, you often are talking to yourselves about the same matters. The NCPT will support the community school concept of recreation because its members are concerned about getting the most out of their tax dollar.

We view your attitude of self-criticism as healthy. Our organization has not been involved as much as it should have been in the inner city problems, but it is now focusing its efforts there. Nevertheless, we still have local units which think their major function is to provide an air conditioner for the principal's office, curtains for the auditorium, or equipment for the playground. We have sometimes been guilty of segmenting our support of health education.

The 45,000 local units of the PTA are coming alive. They are providing forums for the discussion of many issues. Although they do not support a specific political candidate, they are looking carefully at legislation that involves their children. Men are becoming more involved with the organization.

It is essential for you to interpret your goals to the PTA. Many parents still think that physical education and athletics are the same. The interpretive program has been poor in the past, so we are confused. Some of us think that physical fitness is the number of chin-ups we can do. We see a fitness badge of achievement, and we may be misled into thinking our school has an excellent physical education program. If physical fitness or physical education is more than this, we need that information from you.

We hear you talk about sportsmanship, and then we watch some of the coaches and teachers "mouth off" at the officials. Again we are confused. We readily admit our own shortcomings in this regard and need an in-service program of parent education of our own.

In summary, may I suggest that there has never been a time of higher parental interest in your programs—whether it be alcohol and drugs, sex education, air and water pollution, physical fitness, nutrition, or lifetime sports. We want these good things for our children. Even though we also have concern for school finances, teacher strikes, student unrest, busing, and all the other critical issues facing schools and communities today—the most important thing to each of us is our own child, his health, and his welfare.

So, why don't you involve us? If we are slow to invite you to interpret your program to us, you take the lead. We want to hear from you!

A. Odell Thurman, Kansas City, Missouri, Public Schools

The principal should sit down and help plan the entire year's program with the physical education specialist. Even in the 1970's there are still many self-contained classrooms. Therefore, it becomes the responsibility of the physical education specialist to prepare the classroom teacher for the fields of health and physical education. The principal should become the catalyst in such circumstances.

Irwin Tobin, New York City Public Schools

Colleges and city and county directors have much to gain by working together. Some of the ways in which they can do this are as follows:

1. Both should show courage and leadership by taking a stand where a stand is called for.

2. Very often our problems are mutual, and this calls for a network solution. When dealing with public school problems, all forces should be used (i. e., students, public school educators, prospective teachers) so that we have a unity of purpose.

3. There should be more "eyeball-to-eyeball" meetings between college authorities and administrators in the public schools.

4. This kind of conference should be held back at the local levels.

Suggestions for those working in the teacher preparation institutions include the following:

1. Tell it to the students "like it is." Teach them how to function in the milieu as they will really find it.

2. Reexamine the procedures for the assignments of student teachers. Let's use a new approach rather than the lock step one used in the past. Don't be afraid to send the students to the "rough" areas of the inner city.

3. College professors preparing teachers must have public school teaching experience. If such personnel are difficult to find, the college should establish visiting instructors positions so that master teachers could be borrowed from the public schools to serve in appropriate capacities.

4. Increase the instructional experiences in behavioral sciences. Prepare the students to use the tools of group dynamics. Expose them to encounters, confrontations, rap sessions.

5. Be familiar with the working conditions and qualifications of teaching in the public schools. Know what a teaching schedule looks like as well as the state certification requirements.

6. The physical education teacher is probably going to have many opportunities to counsel students so prepare them accordingly.

The public schools, when working with the colleges, should attempt the following:

1. Provide opportunities in which the colleges may help. Invite them in to your schools to meet with potential health, physical education, and recreation teachers.

2. Let's look at what we are teaching. The curriculums should meet the needs of the students, and the cross-fertilization approach seems to have great merit in meeting these needs.

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